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**MALAYAN UNION.**

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**Annual Report on Education  
in the Malayan Union for the  
period 1st April, 1946, to 31st  
December, 1946**

BY

**H. R. CHEESEMAM, C.M.G.,**  
*Director of Education, Malayan Union.*

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# ANNUAL REPORT ON EDUCATION IN THE MALAYAN UNION FOR THE PERIOD 1st APRIL, 1946, TO 31st DECEMBER, 1946.

## PART I.

NOTE.—The last complete Annual Report was compiled in respect of the year 1938. Short summaries were prepared for each of the war years up to and including 1940. No report was of course possible for 1941.

It was customary to print in Part I of the Annual Report a survey of the history and present administrative system of the Department. Owing to present conditions it is considered sufficient to give a short retrospect of conditions in 1941 with an account of such conditions during the Japanese occupation as are known, and of the rehabilitation carried out under the British Military Administration.

Part I of this report, therefore, consists of a retrospect dealing with events up to 1st April, 1946, the beginning of the period to which the report proper refers. There is also in each section a short historical preface dealing with details peculiar to the particular sub-department concerned.

## HISTORICAL RETROSPECT.

The 1941 school year ended on 4th December, 1941. It had been a successful year in spite of the war. A number of school buildings had of course been requisitioned by the British Forces, but those that were still in the hands of school authorities were for the most part in good shape. Staffs were highly trained and all principals were looking forward to large enrolments and great enthusiasm in 1942.

During the year, the second year of a two-year course for the training of teachers in private schools and the training of English teachers in Chinese schools was completed. In Kuala Lumpur, over a hundred locally-recruited English school teachers were taking an intensive course in phonetics. Trade schools

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During the year, the second year of a two-year course for the training of teachers in private schools and the training of English teachers in Chinese schools was completed. In Kuala Lumpur, over a hundred locally-recruited English school teachers were undergoing an intensive course in phonetics. Trade schools were busy with their programme of turning out 500 mechanics per year for the Royal Air Force as well as mechanics for the other services. All schools according to their capacity were doing war work of one kind or another. The marks of war on the Department of Education were even more distinct in 1941 than they had been in the previous years. All Volunteer Forces, to which a large proportion of the European and locally-recruited English and Malay school teaching staffs belonged, had been embodied for two periods of two months' military service. The 2nd (Selangor) Battalion, F.M.S.V.F., had, in addition, been mobilized for nearly three weeks during a period of labour unrest. By the end of the year practically all staffs, men and women, had joined the local defence corps or one of the Passive Defence Services and many senior pupils were similarly engaged.

In spite of the war clouds, optimism had not failed. Government was about to open in Kuala Lumpur a Malay Girls' College parallel to the Malay College (for boys) at Kuala Kangsar and two aided schools—the Lady Treacher Girls' School at



Taiping and the Anglo-Chinese (Boys') School at Malacca—had just taken over capacious new buildings, and at one school, at least—the English College, Johore Bharu—there lay £1,500 worth of science equipment waiting to be unpacked.

Events appeared to be moving fast when the Volunteer Forces were mobilized on 1st December, a date which coincided with the beginning of the 1941 School Certificate Examination. Arrangements were hurriedly made to release the Volunteer personnel concerned and to avoid any interruption of the examinations. Candidates wrote their answer scripts during the latter part of the examination through the noises of war, and it is surprising that results were as good as they proved. From Penang, which was overrun early in the campaign, some of the scripts did not reach Cambridge at all.

As the Japanese overran the country, the teachers in the armed forces and in the Passive Defence Forces were withdrawn with their units, so that towards the end a large proportion of the staff of the Department was concentrated in Singapore. At the fall of Singapore, a few of the European staff managed to escape, a few more were on leave and had not yet been recalled; the remainder of the European staff and some of the locally-recruited staff were interned.

As the Japanese occupied town after town, the school buildings, except those of the Catholic religious orders, were looted.

In all centres it was the same story of the looting or burning of school libraries and equipment and the disappearance of anything of value, especially furniture, which could be used. The Japanese completed the process by tearing down doors and windows for fuel for their kitchens. Only in a few cases were school principals or individual teachers able to save any school property and even then it was at the risk of their lives. In one or two cases, such as at Bandar Hilir English School, Malacca, the buildings were occupied by enemy troops without delay and a certain amount of property was saved. Few scientific records or office files, and most of the

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The fall of Singapore marked the beginning of three and a half years of educational twilight throughout the country. Most of the rural schools were left untouched but they did not work for some time. Larger urban school buildings suffered as they always do in war time. They were used as barracks, stores and machine shops; a few were turned into military and naval training centres. The French Convent, Penang, became an internment centre mainly for captured merchant seamen and the pathetic messages of internees written on its walls may still be seen. Some schools, notably the King Edward VII School, Taiping,



and two in Pahang, will long be remembered in Malaya as Kempei-tai (Secret Police or Gestapo) Headquarters. The fittings for the dreaded water treatment and the bamboo beating-rod were still in the first school when it was reopened.

Staff losses during hostilities and the occupation period were not slight. The heaviest losses were incurred in the slaughter of Chinese in Singapore just after the cessation of hostilities and in the wanton murder of teachers, mainly Eurasians, by the Japanese in Johore. Three and a half years of insufficient food, ill-treatment, oppression and terror played havoc not only with the education of children but with school staffs. Teachers received more than the usual share of attention; it was perhaps to be expected that teachers in English schools would be carefully watched. There were doubtless many unsung heroes of the occupation period but of one, Mr. P. G. Pamadasa of Malacca, details are known. This teacher on the staff of St. Francis' Institution, Malacca, was found to have disseminated wireless news among his friends. Pamadasa defied his Japanese judges and was condemned to be hanged. In his cell on the night before he was to die he wrote:

"I am writing this in my cell with manacled hands on the eve of my execution. I am no felon but a patriot condemned to death for listening to the B.B.C. news and telling it to pro-British friends. I did this for two years till I was betrayed. The Japanese Military Police tortured and finally sentenced me to be hanged.

"I helped to keep up the morale of our people and there are many to say so. Had I lived I would have been rewarded. I have no regrets. It is sweet to die for freedom. My good brother Mahindasa ably backed me in this. I leave it to the British Government to reward him suitably. I have always cherished British sportsmanship, justice and the Civil Service as the finest things in an imperfect world. I die for these.



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"I die gladly for freedom. My enemies fail to conquer my soul. I forgive them for what they did to my poor frail body . . . to my dear old boys, tell them their teacher died with a smile on his lips . . . . ."

The general Japanese policy was that vernacular schools for Malays and Indians should continue as before the occupation with Japanese teaching added to the syllabus. No Chinese schools were permitted but Government-managed Nippon-go (Japanese language) schools were instituted and attended by Chinese children and children of other races as well. Special historical notes on these schools have been added to this report in Chapter IV. Schools in most cases were reopened by July, 1942. Some of the original staffs accepted employment mainly because that was the only means of escaping starvation and was also a way by which they avoided, and protected their families from, unpleasant attention from Japanese officials. Many, however, were prepared to go to any lengths to avoid such employment, preferring to peddle cakes or to drive bullock-carts. English schools were also converted into Nippon-go (Japanese language) schools and the teaching of English was theoretically prohibited. Teachers attended special three-month courses in Japanese in central schools, but few made serious attempts to



learn the language. The curriculum in the 'Gekkos, as the schools were called, was mainly Nippon-go (Japanese), singing, Japanese physical training and gardening. There was of course little enthusiasm for this, and all kinds of subterfuges were adopted of which it is difficult to believe that the Japanese visiting officials were unaware. In order to avoid investigation, for instance, the Reverend Mother of the Convent, Kuala Lumpur, herself professed to be teaching Japanese to her religious staff but she never got beyond one show lesson, which was of course produced at inspections. At one Malacca school camouflaged teaching reached its highest pitch of perfection when staff and pupils learned one single sentence which was repeated over and over again when Japanese inspecting officers appeared at the school. But even though teaching in English was continued, either surreptitiously or with the Japanese authorities winking at it, conditions became so unfavourable that enrolment gradually fell off. In any case, girls over fifteen years of age were discouraged from remaining in girls' schools since the Japanese said that at fifteen they should be out and at work. By 1944, staffs frequently outnumbered the pupils and some schools eventually closed. Malay schools kept going in a very half-hearted way except in the Northern States where the Siamese Government allowed them to function as before. Japanese Inspectors were generally afraid or unwilling to inspect schools in the countryside and were misled by the reports of the teachers which painted conditions in the schools as being far more satisfactory than they actually were. Very few Indian vernacular schools kept open since these were mainly on estates.

The Japanese increased the number of Trade Schools but little reliable information is available about their work. It is clear that they were little else but excuses for cheap child labour.

After the evacuation of Kuala Lumpur, the Technical College was looted and later occupied by Japanese troops. Much valuable laboratory equipment and technical apparatus were lost. The reference library, in particular, suffered drastic losses, and the college surrendered and before the arrival of British



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On the 28th August, 1945, in some parts of the Peninsula permission was given to schools to resume teaching in English. Teachers construed this relaxation in its true sense and prepared for release from Japanese oppression.

On the arrival of the British Military Administration in September, 1945, only two European Education Officers were available for educational work. The Civil Affairs Officers were



instructed to open schools without delay under local supervision. The parents and children of Malaya owe a very great debt to the locally-recruited staff and to the missionary staffs of the Catholic teaching orders for their enthusiastic and unselfish work in the early days of the liberation. In spite of ill-health, malnutrition and lack of all kinds of furniture and equipment, these teachers rapidly reopened the schools. As one inspecting officer puts it, "by remarkable devotion, marked ingenuity and strenuous teaching" the local staffs got the schools working without delay.

The first task of the Department of Education under the British Military Administration was to restore as far as possible the pre-war facilities in education. This meant a heavy programme covering the following items: the reopening of schools and of the training colleges and the Technical College; provision of staff; repairs to and replacements of furniture and buildings; replacement of textbooks and teaching equipment and science apparatus; compensation for the loss of nearly four years of education; arrangements for over-age and otherwise unsuitable pupils; re-introduction of external examinations; restoration of extra-mural activities; the training of teachers and, of course, the extension of these activities to the old Unfederated Malay States. The devotion of the staff on one hand and a passionate desire for education on the other enabled progress to be made without delay. The following figures of total enrolment in the Peninsula tell the story up to the end of the period of British Military Administration:

Schools.		Dec., 1941.		Jan., 1946.		March, 1946.
English	...	32,382	...	58,633	...	60,422
Malay	...	122,199	...	118,474	...	120,197
Chinese	...	83,200	...	77,337	...	110,195
Indian	...	25,573	...	11,806	...	18,470
Total	...	263,354	...	266,250	...	309,284

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The enrolments of Malay schools suffered because of lack of food and clothes and because children were required to help with the paddy crop. The majority of Indian schools were estate schools and these did not open for the most part until the managers returned.

It will be seen from the figures that enrolments in English schools show the increase caused by lack of facilities for nearly four years. In January, 1946, schools were faced with new admissions for a total of five separate years, and fewer school buildings than the pre-war number in which to accommodate them. Buildings were used in two sessions and all kinds of other buildings were pressed into service. A large number of temporary teachers was required and parallel primary classes were organized in all schools. Arrangements were made to keep classification fluid and by the end of the period much had been done to re-classify primary pupils and spread them out over the lower classes.

The occupation had left a heritage of psychological difficulties in respect of some pupils. The Japanese encouraged the weakening of moral fibre and it redounds to the credit of the tradition of the schools and to the character of the local staff that



many of the difficulties were overcome and a habit of study revived. Many older pupils had married, often as a means of protection from Japanese forced labour, and had acquired adult habits. Afternoon classes were provided for such pupils.

At the end of the period of administration only thirty-four out of approximately 1,900 available school buildings were occupied by the Military authorities, and wherever possible essential repairs had been made to Government school buildings. Advances to the value of \$159,827.80 (£18,646 11s. 7d.) were made to aided schools' authorities for repairs to buildings and for the replacement of equipment. \$237,506.40 (£27,709 1s. 8d.) was spent on replacement of equipment in Government schools. For the first time, grants were made to Chinese schools in Johore and a total amount of \$11,794.68 (£1,376 0s. 10d.) was paid to these schools for purposes of rehabilitation. The textbook problem was the most serious of all until a fortunate discovery was made of approximately 400,000 Malay and English school textbooks in Singapore. Government bought the whole stock for \$154,831.24 (£18,063 12s. 11d.) and distributed it to schools throughout the country free of charge. Meanwhile, orders for books and equipment were being placed under the direction of working committees appointed by the Colonial Office in London.

Trade Schools at Penang, Ipoh and Kuala Lumpur were reopened but were not working to capacity owing to partial military occupation and lack of equipment and tools.

Preparations were made for the reopening of the Technical College but it remained in military occupation until September, 1946.

By the end of March, arrangements had been made for the holding of the 1946 School Certificate Examination and for the examinations of the City and Guilds of London Institute and the University of London.

Scouts and Girl Guides, School and Departmental examinations had been revived by the

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Games, Scouts and Girl Guides, School and Departmental magazines and Teachers' Associations had been revived by the end of the period and Food and Savings campaigns were in progress. An unofficial start had been made with Cadet Corps.

One very happy feature of the administration period was the admirable co-operation between the Military Authorities and the Department, in spite of the requisitioning of school buildings which it was realized were being released as soon as possible. Many Perak schools will remember with pleasure the kindness of the 25th Division, and there were very close relations between Trade Schools and various technical units.

There were still many problems to solve at the end of the period of administration. The provision of furniture and equipment; clothing and food for children; transport for inspecting officers; repairs to buildings; training of staff; increase of enrolment of vernacular schools and the restoration of pre-war conditions for vocational education, all required close attention. Of the European staff only twenty were in the country supplemented by twelve Service Officers. In spite of this, it may be said that the first task of getting the pre-war machine in running order had been accomplished.



## PART II.

### CHAPTER I.

#### OUTSTANDING EVENTS OF THE YEAR.

The outstanding educational event of the year, overshadowing all others, was the remarkable work achieved in the rehabilitation of the schools. An attempt has been made in Part I of this Report to indicate the magnitude of the task and to give an account of the efforts made to deal with the tremendous problems that were the heritage of the Japanese occupation. Tribute has been paid to the staff, but tribute must also be paid to the pupils themselves. With a passionate zeal for learning, almost frightening in its intensity, the pupils set themselves to recover the years that the locusts of war and occupation had eaten. It would be idle to pretend that the lost years were indeed recovered but nothing remained undone that human enthusiasm and human endeavour could accomplish with the equipment and the books available.

During the year, discussions proceeded regarding the future educational policy of the country. The statement laid before the Advisory Council is given in Appendix XV. The major task of 1947 will be to prepare the programme for its introduction.

There will be found in the various sections of this Report such information as is available about those who lost their lives directly or indirectly as a result of the war or of the Japanese occupation. These were grievous losses including some able young teachers with a bright future before them.



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A brilliant young officer, Major F. Jones who was Headmaster of Kajang High School during the British Military Administration and who was to have joined the Malayan Educational Service died with great suddenness on 11th June, 1946, and Mr. C. R. Tolliday, an officer of the Malayan Educational Service officiating as Inspector of Schools, Perak North, who had an excellent record during his eight years' service, died on 31st October, 1946.

In December, 1946, two retired officers died who had served Malaya for many years: Mr. D. R. Swaine, M.C. (who had retired in September, 1946, after 33 years' service) specially remembered for his long service first as assistant master and for a time as Headmaster at the Penang Free School and Mr. D. W. McLeod (who retired in 1941 after 21 years' service in Malaya) who was Headmaster for some years first of King Edward VII School, Taiping, and later, before retirement, of Raffles Institution, Singapore. Mr. Swaine's death was ascribed to the effects of internment. He was far from well during internment though he continued to teach throughout the period, even when teaching had been forbidden and the work had to be done surreptitiously.

During 1946, the following senior officers of long service, who could ill be spared during the period of reconstruction, retired after their leave following internment:

Mr. T. A. O'Sullivan (Senior Inspector of Schools, Perak);  
 Mr. L. W. Arnold (Headmaster, Penang Free School);  
 Mr. J. M. Meade (Senior Inspector of Schools, Penang);  
 Mr. J. Bain (Superintendent of Education, Johore).

In addition, Mr. R. F. Gunn (Senior Inspector of Schools, Malacca) who was on leave in 1942 retired in August, 1946. He had returned to Malaya and had been responsible for much difficult work during the initial period of rehabilitation.

## CHAPTER II.

### ADMINISTRATION AND CONTROL.

It became necessary in 1946 to set up a completely new system of educational administration and control on account of the unification of the former separate Departments of Education, namely, (1) the Penang and Malacca branches of the former Department of Education of the Straits Settlements, (2) the former Department of Education of the Federated Malay States with its four branches (Perak, Selangor, Negri Sembilan, Pahang), (3) the separate Department of Education of each of the States of Johore, Kedah, Trengganu, Kelantan and Perlis.

Mr. H. R. Cheeseman (formerly Deputy Director of Education, Straits Settlements and Deputy Adviser on Education, Malay States) was appointed Director of Education with effect from 1st April, 1946, and until his arrival on 29th May, 1946, Mr. A. W. Frisby was Acting Director. Mr. M. R. Holgate, Senior Education Officer, Special Grade, was appointed Deputy Director of Education and assumed duty on 1st April. From 1st April to 28th May the post remained



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Not a single member of the office staff of the former Headquarters staff of the Straits Settlements and Federated Malay States was available for the unified Department Headquarters. The former Headquarters were in Singapore and as no quarters could be obtained for them all the members of that office staff were absorbed into Government service in Singapore. Further, the only education officer with previous headquarters experience who was available was the Director of Education. These facts emphasize that the task of organization of the new unified Department was no light undertaking.

Four Assistant Directors were appointed. Three of them are respectively in charge of the Malay, the Chinese and Indian branches, and the fourth is a woman officer responsible for advising all branches with regard to girls' schools. The Director and the Deputy Director are responsible for the general policy and



the co-ordination of the various branches, the Deputy Director also being in direct charge of the most complex branch of the Department, namely the English schools. Reference is made in Chapter VII to the new appointment of Examinations Secretary and the nature of the duties included in this appointment. The specialist supervising staff responsible for direction of specialist branches of the Department were a Superintendent of Physical Education, a Music Supervisor and an Organizer of Vocational Schools and Handicrafts. In addition, officers on the staff of the Department were allotted the duties of an Organizer of Commercial Schools and Classes, a Science Supervisor (a post held in conjunction with a senior school headship), and an Organizer of Adult Education (a post held in conjunction with the post of Tutor in English at the Technical College). During 1946, the post of Music Supervisor was filled by a temporary officer whose services happened to be available in Kuala Lumpur. The post of Organizer of Vocational Schools and Handicrafts became vacant by resignation and as the Tutor of English at the Technical College had to officiate as Acting Principal he was not able to undertake his additional duties as Organizer of Adult Education. General Table VI gives a complete conspectus of the staff of the Peninsula engaged in administration, inspection and specialist supervision duties and gives the names of the officers who officiated in all the posts that were filled.

The only additions to the staff list of the former joint Straits Settlements and Federated Malay States Departments were the posts of an Assistant Director of Education for girls' schools and of a separate Assistant Director for Malay Schools [the Principal of the Sultan Idris Training College had carried out these duties and there had been for a period a vacant Malayan Civil Service post of Assistant Director of Education (Malay)]. The direction of the Chinese Schools in the Straits Settlements (i.e., in Penang and Malacca in the unified Department) had been by an Assistant Director of Education (Chinese), and in the Federated Malay States by a Chief Inspector of Chinese Schools—both officers of the Malayan Civil Service—while the direction in the Unfederated Malay States had been by officers of the Chinese Service.



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The other new posts to which reference was made above involved re-distribution of the staff and did not represent additional posts. Yet another new post of this latter nature was that of Superintendent of Trade Schools: the officer in charge of the largest Trade School (the Kuala Lumpur Trade School) became responsible also for the co-ordination of the work of these schools throughout the Peninsula.

A special note is desirable regarding the post of Science Supervisor. Although circumstances made it impossible to do much in 1946, some indication of the general scope and purpose of this post can be given.

In 1939, as a result of the recommendations of a Departmental Committee appointed to consider the whole question of school science teaching, the Department of Education adopted

the policy that, as suitably qualified teachers, laboratory accommodation and equipment became available, all pupils in all secondary schools should be given a four-year course of General Science up to the School Certificate stage. This school science course was to be planned as a self-contained whole, designed as a preparation for life in a scientific age rather than as a mere preparation for examinations or for a scientific career (since only a very small proportion of secondary school pupils continue the study of science after the School Certificate stage). It was recognized that the educational needs of the minority following scientific or technical careers should not be allowed to overshadow the needs of the others who will form the great majority of the ordinary educated citizens of the future. This was in accordance with the strong Departmental discouragement of premature specialization in any school subject. Such a general science course, adapted to Malayan needs and conditions, had been worked out in detail from 1930 onwards, and before the Japanese invasion arrested educational progress in Malaya this general science course was being followed in certain schools in all parts of the Peninsula. This Malayan General Science Course is designed to teach science on a broad basis as part of the equipment of every pupil in a scientific age and is not merely the first stage in preparation for a scientific or technical career. The course has its roots in the common experience of the pupils and does not exclude any of the fundamental special sciences. Although the course is "general" in touching every day life at many points, it is still "science" in elucidating the general principles observable in nature. It has been proved that a broadly-planned course of this kind, giving a bird's-eye view of the whole field of science, involves just as thorough teaching and just as much scientific method as a narrow, specialized course of physics, or chemistry, or botany, or zoology. Moreover, while the course is primarily intended for that great majority of secondary school pupils who stop at the School Certificate stage, it offers great benefit to those who specialise.



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It was in order to facilitate the extension of effective school science teaching on approved lines that the new post of Science Supervisor was created, namely, in order to supervise scientific and health education in all schools. The Headmaster of the Victoria Institution, Kuala Lumpur, was appointed to act as Science Supervisor in addition to his normal school duties. The duties of the Science Supervisor were defined as "to collaborate with teachers and others having an interest in scientific and health education and to establish a central clearing-house of all information relating to school science teaching". He has to keep himself and Malayan science teachers abreast of new developments in school science teaching devices, reference books, laboratory equipment and illustrative material. He has to maintain (in Kuala Lumpur) a central science



reference library of the more advanced and expensive text-books, reference books, reports and periodicals (not sufficiently in constant use to justify their provision in every school science library); and these books are to be made available for circulation to school science teachers by post. Several hundred books had arrived for this central reference library before the end of the year. Each school is also to have its own school science library and every school with a science department was provided during the year with about two hundred books to form the nucleus of its science library. The Science Supervisor has to act as liaison-officer between the Department of Education and those Government Departments (such as Health, Agriculture, Forestry) that have scientific information and ideas that can best be passed on to the community through the schools. He thus provides for the systematic diffusion of invaluable expert local knowledge throughout the schools of the Peninsula in a subject where "local colour" is essential. Before he returned from England in September, the Science Supervisor placed orders for scientific equipment for those schools that had taught science before the war and also for the new central science depôt at Kuala Lumpur. All schools will in future indent on this central store or depôt for their apparatus and equipment purchased in bulk at wholesale prices. By this arrangement every school gets the most suitable equipment at the lowest cost and with a minimum of delay, while individual schools will no longer need to carry big reserve stocks. Certain types of expensive equipment (e.g., anatomical models and sectional models of heat-engines) will be circulated to schools from the central science depôt, somewhat on the lines of School Museum Services in the United Kingdom. It is hoped that the science equipment ordered will arrive in Malaya during the first few months of 1947. It may be added that it is proposed to attach to the school science depôt a central laboratory workshop, staffed by expert craftsmen in wood and metal. Arrangements have been made with the Medical Department to share the services of the expert glass-blower stationed at the Institute for Research. The central laboratory workshop is expected to



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The new post of Assistant Director of Education (Girls' Schools) filled a long-felt want. The absence of a woman officer on the headquarters staff was a recognized source of weakness. There had been a Supervisor of Malay Girls' Schools for over fifteen years but the post had been "axed" on the grounds of economy in 1933. The staff of the Malay Women Teachers' Training College helped as much as possible from 1935 onwards with the Malay schools. But the advice and direction of a woman officer for all schools (English, Malay, Chinese and Indian) was an obvious and urgent need. The Malay schools were more fortunate than the other branches in that they already had women in the junior inspectorate but the Chinese and Indian schools have no women in the inspectorate and it will be necessary for the Assistant Director to pay early attention to the need for women in the junior inspectorate of those branches. Rehabilitation needs made it necessary for the new Assistant Director to spend 1946 at the Malay Women's Training College but she will enter on her wider duties and begin her survey of conditions in all schools in 1947.

While the Assistant Directors and the supervising and organizing officers of the Department of Education are responsible, both for the general organization and for the schemes of work in their various branches, the Senior Inspector of Schools or Superintendent of Education of each local Department of Education is in charge of that Department in all its branches and directs and co-ordinates all the work in accordance with the general Departmental policy and aims.

The administration and control of the important aided English schools, in which two-thirds of the pupils of the English schools of the country are to be found, continued as under pre-war conditions. That is to say, application for the specific requirements of individual schools were made to the local Departments of Education, since these schools came under local control. Each of the three largest municipalities



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It will be convenient in this chapter to indicate the general arrangements made for the compilation of this Report. The Director of Education prepared the schedules for the reports to be submitted by the various States and Settlements, basing the

schedules on the last full report (that of 1938) of the former joint Departments of Education of the Straits Settlements and Federated Malay States. The Assistant Directors and the specialist officers in charge of the various sub-departments were responsible for the collation of the reports for their particular sections. Part I of the Report, the section providing the historical retrospect, linking the pre-war period and the period of the Japanese occupation with the post-war reconstruction, was prepared by Mr. A. W. Frisby who was Acting Director of Education until 28th May, 1946. Mr. Frisby was also responsible for arranging the reports of the various sections into a connected narrative and preparing the General Tables and Appendices.

### CHAPTER III.

#### REVENUE AND EXPENDITURE.

(One Dollar, Malayan Currency, is equivalent to two shillings and four pence sterling.)

##### REVENUE.

The total Revenue of the Department of Education in the period (1st April to 31st December, 1946) amounted to \$1,034,444.19, of which 21 per cent. came from the Education Boards and over 78 per cent. from Fees. General Tables IIIA and IIIC give the details of these figures.

##### EXPENDITURE.

The total Expenditure amounted to \$8,646,698.47. This does not include expenditure on Education by the Public Works Department, or on passages and pensions.

The general expenditure was \$7,551,578.65, and the Special Rehabilitation expenditure \$1,095,119.82. Of this latter figure 44 per cent. was for Chinese Aided Schools, and 56 per cent. for Government Schools. The expenditure on Government



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Grants-in-Aid to Malay, English, Chinese and Indian Schools amounted to \$2,568,928.39, an average of \$14.38 (£1. 13s. 6d.) per pupil. The expenditure, less fees, on Government schools averaged \$30.41 (£3. 10s. 11d.) per pupil. Of the Colleges that opened at different times during the period the nett cost to Government was as follows:

Sultan Idris Training College ...	\$151,422.73
Malay Women's Training College ...	38,690.28
Malay College, Kuala Kangsar ...	50,396.00
Technical College ...	39,295.80
Techni-factory ...	3,131.98

General Table IIIB gives a statement of Gross Expenditure.

General Table IIIC shows the distribution of Revenue and Expenditure.

General Table IIID gives the cost per head of the ...



## CHAPTER IV.

## PRIMARY EDUCATION—BOYS.

## GENERAL.

Primary education in English is given in the primary divisions of English schools, but as all English schools are part of the secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The only purely primary schools are the vernacular schools. Of these there is a large variety but the bulk of them are Malay, Chinese and Tamil. There are a few Telugu schools on rubber estates, a few Malayalam schools, a Gurkha school and four Punjabi schools. Fifteen schools had Telugu sections and two, Malayalam sections. There was one Hindi school. Malay is the vernacular of the country while Chinese and Tamil are the languages of immigrants, though there are families speaking these tongues that have been settled in Malaya for generations.

There are no Government or Government-aided schools of any kind purely for Europeans.

There are no vocational primary schools, though some vocational training is given in certain Malay schools throughout the Peninsula, and notably in the Carpentry School at Kuala Trengganu and in two Carpentry Schools in Negri Sembilan.

There is, in addition, a course of training conducted in the vernacular at the Forest School, Kepong. It is designed to give basic technical training for selected members of the subordinate field staff, and is, in effect, a course of training during service.



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#### (a) PRIMARY EDUCATION IN ENGLISH.

The English schools are either purely secondary schools, secondary schools with primary divisions, or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primary I & II and Standards I to V) in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to most of the pupils. Details are given in Chapter V.

#### (b) MALAY VERNACULAR SCHOOLS.

The number of Government schools open in 1946 was approximately the same as in 1941, but their fate in the interim period varied considerably. The Japanese landed in Kelantan on 7th December, 1941, and the schools, which automatically emptied themselves, were re-opened in some cases before the fall of Singapore. But in general, and particularly in the Western States and Settlements the majority of schools were not functioning till the middle of 1942.



The most striking feature of the Japanese treatment of the Malay schools was perhaps its variety of method. In the four Northern States (Kedah, Perlis, Kelantan and Trengganu), handed over to Siam at the end of 1943, there appears to have been comparatively little interference with the normal course of school routine. The Malay officers who, generally under the supervision of an European Officer, had previously been in charge of the Department, retained their posts; and most of the teachers continued to work in the schools. The Japanese language, and later the Siamese language, were made compulsory subjects in the curriculum, but only for a limited number of hours a week. In Kedah, a Malay officer of the Civil Service was put in charge of the Department, at first under a Japanese and later under a Siamese Director; in Kelantan, a Malay who had been in Japan for twenty-five years was given considerable authority as a teacher of Japanese, but he had little influence over the Malay schools, though a few boys from one of the vernacular schools were compelled to attend his lessons for an hour daily. In general these Northern States appear to have carried on under difficulties, but without persecution, though of course the larger buildings were in some cases taken over by the Japanese military forces. An odd and interesting development in Kelantan was the foundation in 1944 of a small residential Training School for teachers at Kota Bharu, which will, at the end of 1947, provide the State with 30 useful and efficient trained men. The syllabus was based on that of the Sultan Idris Training College, the central Training College, of which an account is given in Chapter VIII below.

The condition of the Malay schools in the States on the West coast, and in Johore, was not, however, so undisturbed as in Kelantan or Kedah. The general intention of the Japanese was to open the Malay schools to pupils, and



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The condition of the Malay schools in the States on the West coast, and in Johore, was not, however, so undisturbed as in Kelantan or Kedah. The general intention of the Japanese seems to have been to open the Malay schools to pupils, and even staff, of all races, and to make the Japanese language the medium of instruction. The result was farcical. In Penang, it is stated that the Malay schools ceased to be anything but places where children congregated; in Malacca, they were divided into three districts, two under Malay officers, one under a Chinese. In Perak, Selangor, Negri Sembilan and Pahang, most of the schools were allegedly functioning as schools from about the middle of 1942. In Johore, only the larger schools were opened at first, and twenty-five per cent. of the teachers were retrenched; many more left of their own accord. This heavy retrenchment is not reported from other States and Settlements, where teachers were in general re-employed, at very low salaries. There were some difficulties about the employment of teachers who had served in the Volunteer Forces, though most of them were eventually allowed to go back to their schools.

The general curriculum of Malay schools under the Japanese was similar to that of the English schools except, of course, that English was not even surreptitiously included.



By the middle of 1944, or earlier, it was everywhere noticeable that the economic condition of the people was having its effect upon school enrolment which fell rapidly by fifty per cent. or more. Parents kept even the younger children at home to earn what they could. Teachers also were affected; with their salaries fixed below the level of the pre-war scale, and with prices ever rising, the money at their disposal became increasingly inadequate. Emboldened by the evident inefficiency of the Japanese system of inspection, they became irregular in attendance; a few left the schools altogether and, in some cases, under duress, joined Japanese organizations. In Malacca, five teachers were given commissioned rank in the local armed gendarmerie; others less complaisant to Japanese wishes, spent terms in gaol. By 1944, the condition of the schools was poor indeed.

On the arrival of the British Military Administration, there was everywhere an immediate revival of hope, and a rush to enrol in the schools, which opened after the Ramdzan (the Fasting Month) holiday, on 1st October, 1945, in most areas. A few schools were retained for use by the military, but the majority were quickly re-established, and the enrolment in November, 1945, was 103,516 as against approximately 122,000 in December, 1941. All teachers retrenched by the Japanese were re-employed, and the very few genuine collaborators with the enemy failed to report for duty. It is pleasing to record that almost all the staff of the vernacular schools had an excellent record of loyal service; the few who openly welcomed the Japanese regime were not popular with their fellows, and are now fortunately no longer in the Department of Education.

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It is perhaps worthy of note that the condition of the schools starved of apparatus, textbooks, and equipment was not an unmixed evil. It resulted in the encouragement of the more resourceful teacher to improvise in the absence of suitable textbooks, and everywhere the energy with which refresher courses for teachers were arranged and the manner in which the teachers made the best of difficult circumstances augured well for future self-reliance in the schools. Mention must be made, too, of the practical interest shown by local committees of parents and others in the rehabilitation of the schools from the date of the arrival of the British Military Administration.

In 1946, there were in the Malayan Union 1,014 Government Malay schools for boys, five less than in 1941. The distribution of these schools is shown in Appendix VIII. There were also 44 private schools—one in Selangor, which was taken over by Government at the end of the year; eleven in Pahang, which received a small Government grant, twenty-nine in Kedah, of which all but three were assisted by Government, two in Trengganu and one in Perlis. A number of unregistered schools were established in Kelantan after the arrival of the British Military Administration, but full details are not available.

There were also a number of religious or Arabic schools in various States and Settlements, which were not under the control of the Department of Education. The enrolment of pupils in registered private schools was 2,901 with a staff of 81. [Figures for private schools have not been included in Tables and Appendices.]

In normal times, when a new Malay school is required in an area where no school has existed before, temporary school buildings, often with teachers' quarters close at hand, are usually erected by the villagers and are maintained by them for a number of years. Before the war, it was not possible to accept all the offers made for the erection of such buildings; but in 1946 it was found that some 13, nearly all in Kelantan, had been erected during the Japanese regime. Many villages were urgently in need of schools (there having been no permanent buildings erected since 1941) and the villagers were willing to provide buildings. Accordingly, permission was given for the erection in the Malayan Union of 33 schools by villagers, the Department of Education providing teachers and equipment, and the villagers the building and sometimes some of the simple furniture. Two temporary schools were erected in Perak and four in Trengganu at Government expense.

The average enrolment in the Malayan Union was 122,481 and the percentage of attendance was 87.9. This is an increase of 5.9 per cent. on the enrolment figure for 1941. The figures were taken before the new admissions for 1947, made in some areas in December. Appendix VIII gives the distribution by States and Settlements.

Where there are no girls' schools, girls are admitted to the boys' schools where there is room for them. One of the most noticeable features of Malay education is the increasing number of girls in the boys' schools. The supply of women teachers is insufficient to cope with the growing demand for girls' education and many more girls' schools will be needed. In 1946, there were in the Malayan Union 25,519 girls in boys' schools, as



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Where there are sufficient girls in a boys' school to warrant it, women teachers are, whenever possible, appointed to teach domestic subjects and to take the lower mixed classes. The new enthusiasm for co-education is evident; parents ask for it, but it is obviously undesirable to adopt it as a policy as far as Muslims are concerned, and the aim is to provide separate girls' schools wherever the number makes such provision economically sound.

Attendance is compulsory for Malay boys of school age in most areas—but there is little necessity for compulsion and the problem is rather one of accommodation for the large number of pupils seeking admission. The lack of provision of any permanent new buildings for five years and the large numbers of absentees during the years 1942 to 1945 who now wish to attend have resulted in even greater congestion than was evident even in the comparatively good days of 1941.

Content and Percentage of Enrolment											
	Penang.		Malacca.		Perak.		Selangor.		N. Sembilan.		Pah.
	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.
Standard I	4,107	48.06	4,384	33.6	14,246	58	5,656	61.5	3,607	37.6	5,540
II	2,171	23.42	3,017	23.1	4,455	18.5	1,764	18.9	2,006	20.9	2,874
III	1,328	14.4	2,010	15.4	3,000	12.2	1,053	11.1	1,613	16.9	1,396
IV	1,102	10.83	1,712	12.4	1,801	7.3	483	5	1,219	12.8	669
V	351	3.29	1,442	11.2	930	3.7	336	3.5	907	9.5	420
VI	..	..	532	4.3	126	.3	..	..	208	2.3	..
TOTALS	9,059	100	13,097	100	24,558	100	9,292	100	9,560	100	10,809



Enrolment in different Standards, Boys' Schools.

	Pahang.		Kedah.		Perlis.		Johore.		Kelantan.		Trengganu.		M. Union.	
	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%
6	5,540	45.4	5,065	44.2	1,256	45.4	11,488	59.5	3,290	49.6	2,487	43.3	61,126	49.8
9	2,874	27.9	2,505	21.9	535	19.4	4,625	24.0	1,518	22.9	1,349	23.5	27,021	22
9	1,396	14.2	2,027	17.7	426	15.4	2,281	11.9	1,234	18.7	1,004	17.5	17,372	14.1
8	669	7.6	1,194	10.4	323	11.7	832	4.3	460	6.9	648	11.3	10,443	8.5
5	420	4.9	663	5.8	206	7.4	71	.4	169	1.8	253	4.4	5,748	4.7
2	..	..	..	..	18	.7	..	..	9	.1	..	..	893	.9
0	10,899	100	11,454	100	2,764	100	19,297	100	6,680	100	5,741	100	122,603	100

Education at Malay schools is free. School buildings, staff, equipment and books are all provided by Government. Quarters are generally provided for teachers when new schools are built. Reference has already been made to the preliminary provision of temporary buildings by villagers. In some States, a small voluntary subscription of five or ten cents a month is collected, and is expended on provision of additional games equipment and on the improvement of school amenities; but, in 1946, few pupils could afford this, and collections were the exception rather than the rule. School funds were also raised by concerts and by small charges to food-contractors who sold food to pupils in the school "break". Parents were responsible for providing the children with money for this meal and generally gave them about ten cents a day, or in some cases as much as twenty cents in towns where high prices prevailed. Pupils quite commonly brought to school home-made cakes for sale to their friends; in Kedah and Johore organized tuck-shops managed by pupils were common. In Malacca, an ex-pupil of one of the schools managed a very efficient tuck-shop in a neighbouring Government building.

The only expense to parents other than the cost of this morning meal was in the provision of writing materials. In some States arrangements were made for books to be bought cheaply in bulk and sold to pupils at cost-price, though in 1946 this practice had not yet been commonly resumed.

The majority of the Malay schools are rural schools, the first aim of which is to give a sound primary and practical education to boys who will remain on the land, or find occupation in work which does not require a knowledge of English. There has therefore so far been no English taught in the Malay schools, though the post-war policy looks towards its gradual introduction in a rapidly-changing Malaya. The second aim of the vernacular schools is to provide a primary education in the vernacular as a foundation for education in English for those boys who pass into the English schools on selection from among their contemporaries in competitive examination. (The course is such as to ensure that vernacular education together with interest and skill in English



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The school is open for four and a half hours a day, usually from 8.30 a.m. to 1 p.m., with the lower classes ceasing work at 12.30 p.m. Gardening and physical training occupy the half-hour immediately preceding the first class, with a short break before its commencement. In the first term of 1946, the session was in many cases shortened until schools got into their stride. There are five full working days in the week, the sixth day (usually Saturday) being devoted to classes for teachers and also for pupils in special subjects, and for extra-mural activities such as Scouting. Friday is the weekly holiday. The schools are open from 220 to 240 days in the year, with three terms; the longest of the three holidays always includes the Muslim fasting month, Ramdzan ("Puasa").

The normal length of the school course is five years, but there is a sixth-year course, and it is intended to extend the school accommodation in such a way as to ensure in the future a six-year course for all. At present, only a few can be kept on for a sixth year—exceptionally bright pupils, often intended for the teaching profession. The result of the dislocation of the



past few years has been that Standard VI was a rarity in 1946, the great majority of the older pupils being of Standard V grade. In fact, only Malacca, Negri Sembilan and Perak had a class higher than Standard V. Negri Sembilan had a post Standard V course for prospective candidates for admission to the Sultan Idris Training College for teachers. The need of a sixth standard to help to bridge everywhere the gap between school and employment is evident and urgent, but it will be some time before sufficient accommodation and staff can be provided in all States and Settlements.

The enrolment, and the percentage enrolment in the different standards, are shown in the table on the previous page.

The buildings themselves were often in a bad state, and the Public Works Department everywhere did heroic work in making them habitable. Prices were very high but essential furniture was provided as far as possible, and pupils of carpentry classes in Negri Sembilan, for instance, made a useful contribution to the solution of their particular problem by assisting in repairs. Ingenuity was exercised in the use of plywood for temporary blackboards and, in one State, as a substitute for slates. The Department of Agriculture gave much help in the supply of gardening tools.

The greatest obstacle to progress was undoubtedly the serious shortage of text-books and the complete lack of maps. The distribution of some 40,000 books in the early part of the year has already been mentioned, but a very large proportion of these were volumes of the Malay Home Library Series, translations of English works for private reading by older pupils or adults. Many more were books for the use of the teacher rather than the pupil, and only one book, a Jawi reader for Standard I, was a pupils' book for a lower class. During the year a small supply of some of the reprints of Romanized class readers ordered in by the Malayan Planning Unit had arrived, but the



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The subjects of the curriculum were as in previous years, reading and writing (in both Arabic and Roman script) composition, arithmetic, geography, Malay history, hygiene, drawing, handwork of various kinds, gardening, and physical training. In the first term of the year, history and geography were not taught in many schools mainly in order to enable more time to be devoted to the basic subjects; but by the end of the year the full curriculum was being attempted.



It was a hopeful sign of progress that the use of story-telling, of singing, and of suitable games for Standard I was regularly noticeable in the Malay school in 1946. The influence of the comparatively recent innovations at the Sultan Idris Training College in the training of teachers for the lower classes, and the influence among women teachers in boys' schools of the teachers from the Malay Women's Training College, Malacca, were clearly perceptible. Drawing, too, was showing signs of less formality and more freedom in schools where recent graduates of the College were at work.

Physical training received special emphasis. Teachers well grounded before the Japanese occupation soon picked up the threads again, and the general standard was good. An illustration shows a physical training class in action. Owing to difficulties of transport and of clothing, very few competitions on a large scale were held, but there were district competitions in several States, massed drill displays in some of the town areas, and a full-scale competition of pre-war standard in Negri Sembilan. It was noticeable at these competitions that, though the physique of the performers showed only too clearly signs of the inadequate feeding of recent years, their energy, spirit and efficiency were no whit less impressive than in 1941. The keen interest of teachers and pupils in physical training was not only a sign of the essential liveliness of the Malay pupil, but a tribute to the efficient dissemination of modern methods in the Malay schools of to-day. Games are referred to in Chapter X and the training of teachers in physical training in Chapter VIII.

Handwork was, as usual, an important part of the curriculum. Here again materials were sadly lacking, and much improvisation was necessary. The shortage of tools and of imported materials appears to have stimulated ingenuity in the use of local materials; and although lack of funds impelled one inspecting officer to assert that his handicraft enthusiasts had 'the tastes of a duke and the pocket of a pauper', the pupils in that particular area worked at basketry, rope-making, coir mat production, *mengkuan* (screw-pine) weaving, and the production of fish-traps.



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Basketry, in which all College-trained teachers are well-grounded, was ubiquitous. Where local crafts exist, they were encouraged in the schools. The variety of work was considerable: it included the production of articles for the home from coconut-shells, the use of *bemban* (sedge) in the making of bags and satchels, book-binding (Malacca), rope-making (Selangor and Pahang), weaving (Negri Sembilan)—this was on a very restricted scale owing to lack of materials,—*batek* printing and soap making (Kelantan), pottery (Negri Sembilan and Kelantan). An illustration shows a loom weaving class at Tanjong Ipoh (Negri Sembilan) Malay School. In several States there were carpentry classes, Negri Sembilan being the most prominent with seven classes of its previous sixteen in action. The difficulty of obtaining tools and wood was a considerable handicap. A more hopeful atmosphere with regard to plans for 1947 was everywhere noticeable and it is expected that handwork will shortly be as general and as successful as in pre-war years. Kedah

schools, at the Alor Star Show, realized \$1,031.76 (£120 7s. 5d.) by the sale of 620 articles and were awarded cash prizes to the value of \$168 (£19 12s.) and Selangor Schools earned \$2,533.77 (£295 12s. 1d) during the year by the sale of articles made by pupils. Negri Sembilan schools similarly received \$713.22 (£83 4s. 2d.) from the sale of articles made in basketry and carpentry classes.

Gardening was everywhere encouraged, and with success. Eight hundred and seventy-one schools had gardens, of which 298 were classified as large, 290 as medium, 283 as small. Illustrations show a new garden in preparation at Dumpar Tinggi Malay School (Johore) and work in progress at the Rembau School Garden. The new type of Malay School building will be seen in the first illustration. This may be compared with the old type shown in the illustration elsewhere. There were also at least 10,500 home gardens of three beds each; this is probably a considerable under-estimate. Twenty-eight schools had rice-plots of which fifteen were in Perak, eight in Kelantan. The home gardens were much encouraged by Food Drive competitions in which cash prizes were awarded for the best three gardens in each district. The Department of Public Relations carried on persistent propaganda in this matter, and the officers of the Department of Agriculture judged local competitions and gave much other assistance to school gardens. At Agricultural and handicraft exhibitions, schools obtained many awards, for example, thirty first prizes and nineteen second prizes for garden produce and handicrafts in Penang. Local exhibitions were sometimes arranged in connection with Parents' Day ("Hari Ibu Bapa") or a Physical Training Competition. There was no doubt that home gardens were on the increase, though it was perhaps true that the lure of prizes (cash or in the form of cloth) was a considerable stimulant.

School libraries in 1941 usually consisted of a copy of each of the fifty-four books in the Malay Home Library Series, some of the Malay Literature Series, and odd books locally produced by small printing presses. In 1946, an attempt was made to re-start libraries by the provision of a certain number of these books, found in Singapore on the arrival of the British Military Administration; but practically no school had by the end of the year a collection worthy of the title of library. Newspapers were



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The total number of pupils entered for the Standard VI examination was 831, of whom 344 passed.

The total number of pupils entered for the Standard V examination was 5,047, of whom 3,449 passed.

All schools observed Empire Day and Victory Day as special school festivals often with sports meetings and concerts to grace the occasion. The customary Muslim holidays also were observed. In many schools a highly successful Parents' Day was held, well attended by the local population of both sexes.

This was generally combined with a sports meeting, in addition to the usual exhibition of school work, handicrafts, and garden produce. A concert often ended the day's programme. The number of schools in the different States holding these functions varied from a very few in Kelantan and Negri Sembilan to as many as 79 out of 106 in Pahang. A particularly interesting school function was the celebration in Penang of the one hundred and twentieth anniversary of the opening of the Malay school at Glugor.

A keen interest in the schools was everywhere displayed by parents. Village committees were encouraged, and took an active part in providing funds for clothing and stationery, in raising school enrolments, and in helping with the improvement of school fields and compounds. Sometimes repairs to buildings and teachers' quarters were undertaken.

Of the 248 deaths among the staff during the Japanese occupation, 45, or 18 per cent., were due to enemy action or violence of various kinds. Of the two hundred or so who died of natural deaths, possibly half may have become ill as a result of their inability to obtain, or to afford the price of, adequate food.

At the end of November, 1946, the date at which all figures in this report were taken, there were 3,963 men teachers, of whom 2,149 were trained, 1,113 untrained, and 701 pupil teachers. The impossibility of replacing the casualties of the period 1942 to 1945 inclusive by trained teachers has resulted in a disproportionate increase in the number of pupil teachers. Moreover, it has proved necessary to recruit untrained teachers from among those who failed to gain admission to the already full Training College in 1946. The provision of an adequate supply of trained teachers has never been easily achieved; it is the main problem of the Malay school system to-day.

In 1941, the Principal, Sultan Idris Training College, was also Assistant Director/Adviser for Malay Schools. In 1946, these offices were separated, and a full-time Assistant Director of Education (Malay) was appointed. The European Senior Inspectors or Superintendents of Education who officiated as Heads of the local Departments of Education were assisted by Malay officers (the Assistant Inspectors of Malay Schools). The Translation Bureau of the Department of Education, which had been made, works under the direction of the Assistant Director of Education (Malay). At the end of the



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The Malay school forms the source of supply for teachers. Selected pupils are usually appointed as pupil teachers, at the age of 14. The average age in 1946 was, however, higher than this, and the corresponding maximum age of candidates for admission to the Sultan Idris Training College for teachers was raised from 18 to 22. This gave an opportunity for training to some of those who had missed their chance of admission during the Japanese occupation. The course of training at the College lasts three years, after which the students become trained teachers. They are then employed as Assistant Teachers.

Later they may become Head Teachers, each in charge of a school, and "Group Teachers" supervising a number of schools. It is possible for selected Group Teachers to be chosen, when vacancies occur, for appointment as Assistant Inspectors. There are at present three such officers and it is expected that more will be appointed in the future.

As in the past, whenever possible there were special pupil teachers' classes for candidates for the College entrance examination. Pupil teachers who fail to gain admission to the training College within the age limit are normally required to leave the service, but the present shortage of teachers has necessitated the continued employment of the best among these as untrained teachers.

Chapter VIII gives details of the training provided for teachers at the College and in the Malay schools, and Chapter X deals with the provision of moral and physical welfare, including hygiene teaching, medical inspection and various extra-mural activities.

It should be mentioned that the duty of inspection and supervision was much handicapped in 1946 by lack of transport; but the gradual increase of bus services improved matters slightly towards the end of the year. Bicycles were still expensive and not easy to obtain; cars were rare and beyond the reach of many officers who previously made use of them. In most cases lorries and trucks inherited from the British Military Administration were shared by inspecting officers for the execution of their varied duties.

A feature of the 1946 Malay school, in common with other schools, was the large number of over-age pupils in each standard. General Table IIB shows the total by age groups in each standard. The normal age of 6 or 7 for Standard I up to 11 or 12 for Standard VI was in many cases exceeded. With the large number of absentees from 1944, and even earlier, and the anxiety of parents for these children now to receive an education in the Malay school, this is inevitable; but the problem will eventually solve itself, and from 1947 very few over-age children should be



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The most heartening aspect of Malay school life to-day is the great interest shown in the revival of the schools by the more enlightened section of the Malay population. Reference has already been made to this. Readiness to help with repairs to school buildings, instead of waiting for Government assistance, and the refusal in one case of financial assistance in such work by the village people, are instances which indicate the renewed pride of the Malays in their schools.

#### (c) CHINESE VERNACULAR SCHOOLS.

Before 1941, the great interest of the Chinese community in the education of their own children was reflected in the relatively large numbers of schools they established and maintained with only a modicum of Government support and assistance. In most regions a Registration of Schools Enactment was applied, under the Department of Education, by Administrative Officers.

officers, qualified in Chinese, with trained Chinese Inspecting officers. The schools were managed and controlled by various clan societies, guilds of merchants, or school boards, and had developed from the old-style school, teaching the classics in dialect, to the modern school, teaching all subjects with Kuoyü, the language of the new China, as the medium of instruction. Teachers were badly paid and their tenure of posts was insecure. Schools often occupied premises not designed for the purpose. Play-grounds were often inadequate. Art training and scientific education were generally of a low standard. There were three to five times as many boys as girls at school. Few teachers had received any training in pedagogy. Text-books were prepared and published in China and, subject to censorship, were selected by the local managers for use in their school. Inter-school examinations were being organized, with a view to the establishment of standards. The larger centres of population had boys' schools and girls' schools, but the primary schools were always mixed.

On the fall of Malaya in 1942, all Chinese schools were closed. The Japanese used many schools as offices or barracks, refugees took up temporary abode in others, and a small percentage were destroyed.

Towards the end of 1942, a few schools were reopened and the number gradually increased, until, by September, 1945, approximately one-sixth of the pre-war schools were open, catering for a like fraction of the pre-war enrolment. Only about one-fifth of the pre-war staff was employed by the Japanese in these schools, the majority being engaged in such occupations as farming or trading, or taking part in what has come to be known as the black market.

The syllabus consisted mainly of the Japanese language, arithmetic, physical exercises and vegetable gardening. The teaching of the Chinese language was suppressed in 1943 and 1944, and restricted to a few periods a week in 1945.



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The educational benefits from a system which tried to enforce instruction through the medium of the Japanese language were small, and little was gained by those who attended school. Pupils who did not receive coaching at home, therefore, suffered a severe set-back. Chinese teachers were treated as suspect by the Japanese, and in Penang alone eight teachers and over one hundred Chinese pupils are said to have suffered cruel deaths. Valuable libraries were destroyed, and under severe threats many people were forced to destroy their own books.

On the arrival of the British Military Administration in September, 1945, there was at once a rush to reopen the schools. Great difficulties had to be faced and overcome. During the occupation most schools had lost most of their equipment and all their books, the former being used as firewood by the Japanese, or looted, and the latter being destroyed by the Japanese or on their instructions. Many parents burned all books so as to be free from suspicion and its consequences.

Rehabilitation of the schools proceeded apace. By donations, subscriptions and Government assistance it was possible to buy new furniture to meet limited needs although prices were some five times pre-war level. The following rehabilitation grants were paid by Government during the year to aided schools:

Kedah and Perlis	...	...	...	\$ 4,930.00
Penang	...	...	...	21,060.00
Perak	...	...	...	225,000.00
Selangor	...	...	...	139,378.00
Negri Sembilan	...	...	...	37,219.60
Malacca	...	...	...	20,043.00
Johore	...	...	...	22,223.43
Pahang	...	...	...	32,542.00
Kelantan	...	...	...	—
Trengganu	...	...	...	—
Total				\$502,396.03

Before the war, Johore and Kedah had no aided schools. The above rehabilitation grants to schools in these States were deducted from the grants-in-aid subsequently paid during the year.

Enrolment increased monthly and by March, 1946, had passed the 1941 enrolment. By November, 1946, the total enrolment in all schools had reached 172,000, an increase of 55 per cent. over 1941 figures. It has been estimated that in 1941 approximately 40 per cent. of the total Chinese population between the ages of six and twelve were attending school. The figure in 1946 would appear to have been nearer 60 per cent.

At headquarters there were the Assistant Director of Education (Chinese), the Chief Inspector of Chinese Schools,



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At headquarters there were the Assistant Director of Education (Chinese), the Chief Inspector of Chinese Schools, a Senior Chinese Inspector and from November, the Assistant Secretary for Chinese Education (an officer of the Malayan Civil Service). There were in the various States and Settlements posts for four Inspectors of Chinese Schools and for nine Assistant Inspectors. There was great difficulty in recruiting suitable candidates for the inspecting staff and consequently there were vacancies throughout the year.

It was hoped during the year to introduce a re-orientation of the attitude of the department towards Chinese schools by grafting an advisory on to the supervisory function. Efforts were made to bring the schools more within the professional purview of the department than formerly, without, at the same time, interfering with the systems of management or their peculiar characteristics. For that purpose attention was paid to such administrative matters as the procedure for registration of teachers and schools, the fixing of terms and holidays and the reorganization of the inspectorate and to such professional matters as textbooks, plans for the training of teachers and the revision of syllabuses.



There are four main types of schools:

- (i) Government schools;
- (ii) Those managed by properly constituted committees;
- (iii) Mission schools;
- (iv) Private schools run by teachers for their own profit.

Ninety per cent. of all schools were in category (ii) while in category (iv) were a few "old style" schools mentioned later.

There were facilities for primary vernacular education of Chinese children in all towns and villages of any size. Nearly all these schools admitted girls and boys. All the Chinese primary schools, except those exclusively for girls, are dealt with in this section of the Report.

Of the two Government Chinese vernacular primary schools, both of them in Kuala Lumpur, that at Davidson Road had at the end of the year a staff of one headmaster and nine teachers and an enrolment of 379 pupils, and that at Sentul had one headmaster and five teachers and 199 pupils. Both schools accommodated boys and girls and the education was free.

There were at the end of 1946, 904 committee-controlled schools with an enrolment of 154,856, 27 Mission schools with 3,798 pupils, 33 private and 12 "old style" schools with enrolments of 3,567 and 847 respectively. In all, there were 172,101 pupils of whom 123,853 were boys and 48,248 girls. Details of Chinese schools, pupils and teachers will be found in Appendix IX.

Table IIc gives details of scholars by school years and ages. It will be seen that no less than 94,227 pupils are in the First Year Primary class, while the number diminishes progressively in the higher classes. The highest class in any school in 1946 was the Third Year Senior Middle class (twelfth year of school life) at the Chung Ling High School, Penang. Although separate figures for boys and girls in each standard are not available, it should be mentioned that the proportion of girls to boys diminished as the classes proceeded. Night schools are mentioned in Chapter XI.

Government assistance to Chinese Vernacular Education is by a system of grants-in-aid. Grants-in-aid are awarded according to the grade at which they are received.



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Government assistance to Chinese Vernacular Education is by a system of grants-in-aid. Grants-in-aid are awarded to schools according to the grade at which they are assessed on inspection. The rates for primary schools are: Grade I, \$10 (£1 3s. 4d.); Grade II, \$7 (16s. 4d.); Grade III, \$5 (11s. 8d.) per year per head of average attendance. The rates for middle school are \$18 (£2 2s.) and \$12 (£1 8s.) and for Normal Schools \$25 (£3). The grants are usually paid half-yearly after completion of the half-year period. Seventy-five per cent. of all pupils attended schools that received grants-in-aid, and the number of these schools will increase steadily as more qualify for grants. It is hoped that they will improve sufficiently to qualify eventually by their standard of work, buildings, equipment and staffs for grants similar to those paid to English grant-in-aid schools.

Of the 1,105 schools (including night schools), 511 primary, secondary and normal schools received grants-in-aid to the total amount of \$335,814.44 (£39,178 7s. 1d.) in respect of the first half year of 1946. (It will be realized that this figure is quoted since it is impossible, owing to the system of payment of these grants, to record the amount of grants payable for the period of this report). The average cost per pupil to Government funds



was: Primary, \$2.96 (6s. 11d.); Middle, \$7.98 (18s. 8d.); Normal \$12.06 (£1 8s. 3d.). Appendix X gives details of average enrolments, average attendances, grants and costs per pupil.

Prior to the war, grants-in-aid were not paid to schools in the Unfederated Malay States, but towards the end of the year the award of grants-in-aid was approved, thus bringing them into line with the rest of the Peninsula.

Kindergarten classes were maintained in Penang, Perak and Johore. The Chinese school course proper starts with the Primary course which normally lasts six years. The first four years are known as Lower Primary and the remaining two as Upper Primary. Many of the smaller schools have only the Lower Primary course. The Junior Middle course is a three-year course and is followed by the Senior Middle course of three years which is also regarded as a preparatory course for entrance to a Chinese University. Senior Middle classes existed only in Penang and Selangor. It was customary for students who wished to qualify as teachers to take a Normal course which was in actual fact little more than the Junior Middle course with an extra professional year. This course is now disappearing, and will be replaced by the Government Teachers' Training Course.

As practically all schools are managed by committees or private persons there is no control over school fees. Before the war, fees ranged between 50 cents (1s. 2d.) and \$3 (7s.) a month. During 1946, the highest fee recorded for primary classes was \$5 (11s.) per month and the lowest was \$1 (2s. 4d.) per month. A number of poor pupils were allowed free education in some schools, and there were schools which charged no fees at all, notably the amalgamated schools of the Yong Peng district in Johore. Although enrolment had increased, making larger classes necessary and giving higher fee returns, it was necessary, even in government-assisted schools, to balance the expenditure by collecting subscriptions and receiving donations. Some schools made collections, under proper authority, for specific objects of school expenditure, but practically all were forced to seek substantial regular contributions from wealthy



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Such administrative questions as the amounts of school fees, standardization of salary schemes, terms and holidays and syllabuses were kept closely in view, and school managers were beginning to realize that the department might be of some assistance to them and showed a laudable measure of co-operation, especially in the matter of syllabuses and terms and holidays.

Shortage of textbooks and equipment, lack of accommodation for the increased enrolments and shortage of trained teachers necessitated a simplification of the curriculum at the beginning of the year. There was, however, a steady improvement in the output of locally printed textbooks and towards the end of the year schools were generally following the 1941 syllabuses which included Chinese, arithmetic, drawing, singing, physical training, general knowledge, civics, English, history and geography. Handwork and science which required special equipment were

not yet generally included; although English was taught in practically all schools, it was frequently the responsibility of teachers who were poorly qualified to take it. There was a shortage of suitable English textbooks for Chinese schools.

In spite of the co-operation of principals, much remains to be done to enliven teaching methods and material. Teaching in Chinese schools is closely associated with the textbook; indeed some teachers refer to their class by the book it is studying. The books are arranged so that each book covers exactly the work of one of the two terms of each school year and pupils are said to be in the "Eighth book" when they are in the second term of the 4th year. This close association with the textbook especially when, as hitherto, the textbook printed in China was accepted in its entirety, inevitably led to formal, uninspired and often unsuitable teaching. This matter received constant attention and to this end the Chinese Education Technical Advisory Committee, consisting of the Assistant Directors of Education, Malayan Union and Singapore, and Senior Chinese Inspectors and Headmasters from the Malayan Union and the Colony, was constituted. It had reviewed several series of readers by the end of the year and had suggested to the publishers improvements to existing textbooks.

It is not intended to limit the advice of this committee to the analysis and emendation of textbooks. It has, for instance, given much valuable assistance in drawing up plans and syllabuses for the teacher training classes to begin in January, 1947.



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Most Chinese schools have no suitable ground on which to cultivate vegetables. In the towns, many schools are of the shop-house type with no ground other than that on which the building stands. Small country schools are also in many cases contained within four walls. Results of the "Grow-More-Food" campaign therefore have been negligible; but a new effort was made to encourage food production in school gardens by helping schools to obtain government land and by providing suitable garden implements and seeds. An illustration shows ground being opened up by pupils of the Foon Yew Chinese School, Johore Bahru. It must be stressed that in the case of country school children, many of them help their parents at home and the absence of a school garden does not necessarily mean the absence of individual effort.

Government-controlled examinations were held in 1941 in various centres for pupils in Higher Primary II; Junior Middle III and Simplified Normal. The results were not obtained as the papers were lost owing to the outbreak of war.

In December, 1946, a Government Examination for Junior Middle Third Year students was held in Kuala Lumpur. There were only forty-eight candidates from the Malayan Union, all from two schools in Kuala Lumpur. Of these 32 passed.



The following extract from an account of school celebrations by the Inspector of Chinese Schools in one State is typical of celebrations in all:

"About 5,000 children from Chinese schools took part in the large centres in the celebrations for Empire Day while varying numbers of school children in smaller villages joined those of the Malay and Tamil schools in sports, processions, etc., organized by local bodies for the same occasion.

A holiday was granted on China Victory Day, 3rd September. It was celebrated individually in schools.

A grand procession was held by the Chinese community in general for the Double Tenth Festival.

Schools were given a holiday on the anniversary of the birthday of Dr. Sun Yat Sen."

An illustration shows boys of the Chung Ling High School, Penang, doing physical training.

In 1938 (the last year for which reliable statistics are available) the total number of teachers was 3,985 and the enrolment 91,534, giving an average of 23 pupils per teacher. In November, 1946, the total number of teachers was 4,513, and the total enrolment 172,101, giving an average of 37 pupils per teacher if all teachers work all the time. (Thus, while the enrolment nearly doubled, the increase in staff was now only 13 per cent. above 1938 strength.) One of the big problems confronting Chinese schools was, therefore, the shortage of teachers. The reasons given for this shortage were that many pre-war teachers found other and more profitable employment, that training facilities disappeared during the Japanese occupation and that there was a natural diminution due to marriage and death. A constant supply of teachers arrived from China in normal times, but this supply was cut off during the occupation. In addition, there was the natural increase in enrolment due to lack of facilities during the Japanese occupation. Qualified teachers demanded high salaries but the potential income of most schools remained the same as in 1941.



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To say that the average number of pupils per teacher is thirty-seven does not convey a clear picture of the situation, though it may be useful for comparative statistics. A better picture is given by quoting from a report from one region which states: "In the lower classes, especially in the town schools, one teacher was required to teach about 60 pupils. In all the one-teacher schools and in many others two or three standards were put into one room under one teacher. In many schools where accommodation was available, lack of finance did not permit of the employment of adequate staff. Teachers were paid three times their pre-war salary."

The qualifications of the teachers in Chinese schools vary considerably. There were still a few old-fashioned ("old style") schools where the teachers' only qualification was an education in the Chinese classics. The number of such schools is, however, decreasing year by year. In the new style schools, which formed the great majority, a high proportion of the teachers, including nearly all who had received a higher education, were educated in China. The general minimum qualification was the Junior

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Middle. Few of those educated in Malaya, but many of those educated in China, had qualifications better than this. The Normal Classes of the local girls' schools provided many teachers for the lower classes and the smaller schools. Most of the teachers of English were educated in the English schools of Malaya. The difficulty with regard to qualified English teachers is that the smaller schools cannot provide the funds to pay them an adequate salary.

A problem which received much attention during the year, and over which the co-operation of principals was solicited, was the security of teachers' service in schools. The majority of teachers were given contracts of only six months and frequently changed from school to school at the end of each period of service. In addition, a principal transferring from one school to another often took key members of his staff with him. Committees of management were just as much to blame in this matter as teachers themselves and attempts were made to obtain the agreement of managers to extend contracts from six months to at least a year in order to preserve continuity of teaching throughout the year's course.

In order to improve the standard of English teaching in Chinese schools, as from 1940 the teachers of English in these schools were admitted to teacher training classes organized in various centres throughout the country and catering for teachers in other types of English schools.



Chinese subjects to teach higher classes could not yet be produced in Malaya it was felt that it would be to the interest of the Chinese schools of Malaya if primary teachers with a suitable local background could be trained in local training institutions. This would have the added advantage of ensuring a constant supply of teachers with a close knowledge of the lives of their pupils. Plans were therefore prepared during the year for Chinese Normal Classes to be established at four centres in January, 1947. It is proposed to extend this system until a residential institution can be established to serve the whole country.

For the first time it is possible to record particulars of some ex-pupils of Chinese schools, and while information is scanty it is of interest. Five ex-students of the Chung Ling High School, Penang, are mentioned as holding important posts. One is a Professor in an American University, one a Squadron Leader in the Chinese Air Force, one a medical practitioner practising in Penang, one a civil engineer in Bangkok and the fifth a member of the Political Council of Kwangtung.

Negri Sembilan reports that five ex-students have obtained degrees in Chinese Universities, eleven are now studying there, two are in Hongkong University and one in the College of Medicine, Singapore. Thirteen are in the Chinese army, navy or air force, one of them holding the high rank of Major-General.

Five from Kedah are studying at military institutions in China.

Others in different regions are known to have rendered valuable service to the Allied cause as liaison officers during the Japanese occupation and after.



#### (d) INDIAN VERNACULAR SCHOOLS.

By 1941, there were 581 Estate Indian schools in the Peninsula. There were also 70 non-Estate Indian schools in the towns conducted by private managements where fees were paid by those parents that could afford them, and at these schools a good standard of proficiency was attained. In addition, there were 22 Government Tamil Schools, conducted in nearly every way on the lines of the Government Malay Schools. There were also about a hundred small private and estate schools which did not receive Government grants.

All schools were inspected and grants-in-aid were paid to schools which had reached a certain standard of efficiency. The great difficulty always was to get efficient teachers, but estate managers were recognizing the need for the employment of trained and experienced teachers and on several estates the former unqualified or poorly qualified teachers had been replaced by teachers trained in India, Ceylon or Malaya. Managers had grown alive to the advantages of providing facilities for the education of the children of their labourers and improvements in buildings, furniture and apparatus were willingly effected whenever funds were available. In fact, in 1941 progress could be seen in nearly all directions, and among other good signs the numbers of pupils in the fifth and sixth standards were steadily on the increase. Most schools could give an inspiring display of physical training or games, and about 80 per cent. of the schools had gardens, many of which received good reports from the authorities of the Agricultural Department. A steady supply of teachers from the local Training Classes had begun. Altogether an encouraging picture was being presented.

In February, 1942, came the occupation of this country by the Japanese Forces, and with that nearly all this progress was swept away. Not only was the clock set back many years, but by propaganda and other insidious means, fresh difficulties and obstacles to progress were created. At first, all Indian schools were closed down, but after some months the town and estate schools were ordered to be reopened. The teachers



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In most regions, the estate schools were ordered to re-open at the end of 1942, but those that opened functioned only in name. In many places the teachers had disappeared, and the children were set by their parents to the task of growing food for their serious needs. As a result of looting, often by those very persons who should have given a hand to help to keep them intact, furniture and textbooks were usually non-existent. The recruitment of the labour force for work on the Siam Railway

also affected the situation. Some of the children accompanied their parents (and were actually seen there) while some were left with their mothers to meet their fate. Many of them starved to death.

After the re-occupation of the country by the British Forces the Government and town schools re-opened, and in spite of an almost complete lack of textbooks and other equipment, were soon running surprisingly well. Everyone assisted to the best of his or her ability and a fine example of what can be done by willing co-operation was shown by the way these schools regained their feet.

Estate schools opened gradually as the old managements took control. Their rehabilitation was slow, as not only was all equipment lost, with many school-buildings destroyed, but special difficulties faced both teachers and pupils. The salaries at first offered to teachers were inadequate and lower than those paid to any other employees on the estate, even to those paid to the "engine-drivers" in the estate factories, and much discontent was caused. Consequently many teachers entered other occupations. As for the children, the shortage of labour in many districts made it necessary to call upon all who were old enough to work in the fields and upon younger ones to remain at home to help with domestic tasks. The situation however improved. A temporary salary scheme was evolved which placed the teachers in a better position than before. Children returned to school in better numbers and the total enrolment in the schools by the end of 1946 was approaching the pre-war figure. Much of the needed furniture was constructed and most schools received some supplies of textbooks.

In 1946, there were three main types of Indian Vernacular School: the Government School, controlled and staffed and managed by the Government on lines similar to those of the Malay School; the Private School, conducted by a Managing Committee or Mission body and usually in receipt of a Government grant-in-aid; and finally the Estate School, a school conducted for the children of the labourers on the plantations, selected by the estate manager, supervised and financially



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The following contrasting table gives some idea of the position at the end of the year:

		Government Schools.		Private Schools.		Estate Schools.		School Enrolment.
1941	...	22	...	66	...	581	...	35,095
1946	...	20	...	112	...	592	...	33,466

The figures given for both years are for the whole of the Malayan Union. The Government Schools and the Estate Schools were free. The Private Schools charged fees varying from 50 cents (1s. 2d.) to \$2 (4s. 8d.) but many children of poor parents were admitted without charge. In some schools the rate depended upon the income of the parents.

The enrolments of the Indian schools would be very much higher but for the terrible toll taken of the Indian community at the time of the building of the Siam-Burma "Death



Railway". It was estimated by a British Military Officer that from 80,000 to 100,000 died from cholera and other diseases at various points along the line, and these figures included many children.

Some of the children who became orphans were fortunate enough to return to Malaya, and in the schools their welfare has been looked after by managers and various charitable institutions. There were 130 of these orphans in the Indian Vernacular Schools of Negri Sembilan. In Penang, 90 were housed by the Ramakrishna Ashram. Some were admitted into the Kampar Orphanage, Perak.

The full syllabus which comprises a seven-year course was followed as far as the supply of textbooks allowed, but there were very few pupils in the two highest standards. These few were found in the town schools and were almost all girls. A large number of teachers, however, sat for the Standard VII Examinations held in December. About 75 per cent. of the total school population were in Standard I, their ages varying from 5 to 9, and in some cases more. Some of these children were probably capable of Standard II work but the reorganization of these classes and correct grading of pupils naturally took some time. This has now been carried out in most areas and it is expected that the proportion in the standards will present a better picture as time progresses. Efforts were made in some schools during the year to telescope the work of two or three standards to enable the brighter overage boys to make up for lost time. It will be some years, however, before there are satisfactory numbers of pupils in the higher classes.

The late opening of many of the Estate Schools, lack of transport for inspecting officers, and loss of nearly all records of birth made the compilation of statistics to show comparative ages and standards in Malaya impracticable this year; but the following table compiled by the Senior Inspector of Schools, Malacca, where the schools were relatively few and easy to reach, and where ages were assessed, is given to present some indication of the state of affairs in this respect:

#### *Malacca Indian Schools.*

CHILDREN BY AGES IN EACH STANDARD.



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CHILDREN BY AGES IN EACH STANDARD.

Ages.		Std. I.	Std. II.	Std. III.	Std. IV.
5 years	...	94	—	—	—
6 "	...	143	3	—	—
7 "	...	134	9	1	—
8 "	...	116	14	—	—
9 "	...	80	15	2	—
10 "	...	70	20	5	—
11 "	...	28	17	2	3
12 "	...	38	17	4	1
13 "	...	9	11	10	—
14 "	...	6	3	2	—
Over 14	...	—	—	—	—
Total	...	718	109	26	4
GRAND TOTAL					857.

School attendance difficulties, which were always a hindrance to most estate schools' progress, were greatly accentuated during 1946. The inadequacy of the rice ration and the high cost of black-market rice led to most parents insisting that work must be provided for their children on the estates, so that the family income might be increased and more food purchased. Contract work may not by law be given to children under ten, but the loss of nearly all records of birth made insistence on this ruling very difficult. Apart from that, parents who were refused work on one estate usually threatened to go to another, and with a shortage of labour, there was only one answer to this.

Some older boys attended afternoon school sessions but, in general, afternoon schools on estates were poorly attended, and those children who did attend were usually too fatigued for serious study.

Most Indian schools accepted both boys and girls, though co-education is not a definite policy. The marked increase in the number of girls at school was a feature of the immediate pre-war reports. The enrolment of girls during the year under review was about 40 per cent. of the total school population.

In the estate schools, the position with regard to furniture was appalling in the early part of the year. For a long time, a crude black-board and perhaps a rickety table were the only pieces of furniture. The pupils squatted on the floor and drew letters and figures in sand spread in front of them. The teacher was sometimes fortunate enough to have a few tattered textbooks on which to base his lessons. Generally he was thrown very much on his own resources, and this was in fact a good opportunity for him to show his mettle as a teacher.

With the return of the estate managers, some improvement was gradually effected and by the end of the year many schools had a very fair stock of furniture. In one school in Province Wellesley, temporary furniture was constructed by the head teacher but usually the furniture was made by local contractors according to specifications approved by the Department of



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During the last four months of the year supplies of slates and textbooks were made to estate schools as a form of rehabilitation. Still larger supplies were on order, but, owing to paper shortage in India, whence most of the Tamil textbooks are obtained, and also owing to the lack of transport between Madras and this country, many orders placed months before were not filled. Textbooks began to appear in increasing numbers in the local bookshops by the end of the year but the prices demanded were still from three to five times as much as reasonable, even when freight and commission were taken into account.

Most of the Committee Schools re-equipped themselves with furniture and in this they were aided towards the end of the year by a rehabilitation grant of \$28,230 (£3,293 10s.) by Government.

Temporary furniture was at first supplied to many of the Government schools, but this was later replaced by new furniture.

The normal curriculum which comprises the study of the mother tongue in all its branches, arithmetic, geography, hygiene, general knowledge, handwork, drawing, physical training and gardening was attempted but great difficulty was caused both by the lack of textbooks and by the fact that a leeway of four years had to be made up. Much can be done by teachers of special ability, but undiluted oral work is a great strain on both pupils and teachers.

Gardening did not get the attention it received in former years both for reasons connected with the special estate difficulties described above, and because fences had been destroyed and tools were unobtainable; but mention must be made of the Province Wellesley Schools which conducted their usual gardens competition with some credit. Illustrations show two of these school gardens. In Negri Sembilan, some 20 estate schools reopened their gardens, and there were a few good examples in other regions.

Singing received a fillip in Penang and Province Wellesley where ten schools took part in a singing competition in December.

The teaching of hygiene was made as practical as possible; it remains an extremely necessary and important subject.

Physical training suffered in many regions through a lack of training on the part of the teachers. Several schools conducted sports meetings and showed real keenness in this respect, but most schools now lack suitable grounds and equipment.

The school year for Government and Private schools consisted of three terms of a length approximate to that of the English schools. The estate schools followed their normal custom of two long terms, broken up by a considerable number of special holidays and local festivals.



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Most town schools, both Government and Private, worked from 8 a.m. to 12.30 p.m. or 1 p.m. and some of the latter continued to conduct afternoon sessions for pupils attending English schools in the mornings. These sessions were usually for two hours and consisted of language study.

Hours at estate schools varied considerably as some estates reverted temporarily to the old experiment of opening school in the afternoons only, on account of the large proportion of pupils who worked in the field in the morning. The official hours of these afternoon schools were usually from about 2 to 5 p.m.

Of the staff of pre-war teachers, 36 were reported dead and 44 missing. Staffing difficulties were considerable. The salaries offered, though increased, were considered less adequate even than before the war, and the staffing situation was rendered all the more difficult by the fact that there were far more openings



in other types of employment than there were before, and the drift was correspondingly greater. Even a rubber tapper, with a wife and son in full employment, could at the prevailing rates earn as much as the average teacher; while salaries that would have been considered ridiculously high before were offered to temporary clerks. It is hoped, however, that by the placing of all the Indian teachers on a Government salary scheme, with their salaries guaranteed by Government, which implies security and regular increments for satisfactory work, the teaching career will become more attractive and the staffing position improve.

Of the 946 teachers, only 253 were trained. The position was best in Selangor, where 123 of the 253 teachers were trained: this was mainly due to the institution of training classes in pre-war years in this State.

Efforts were made to obtain more women-teachers, but the old Indian prejudice against women adopting careers still persisted among many sections of the community, and only a few came forward. As so many of the pupils are girls it is hoped that more women-teachers will be found in the coming year.

At the end of the year there were 91 women-teachers compared with 855 men teachers.

Most of the teachers in the Government Tamil schools lived in Government quarters. The living quarters of estate school teachers varied considerably in quality and ranged from pleasant bungalows down to small rooms in old-fashioned and dingy labourers' quarters. It must be admitted that the destruction and decay of the occupation years enhanced the housing difficulties on estates, but nevertheless, far too many teachers were expected to live in quarters which made it difficult for them to obtain the respect due to them from the parents of their pupils so that their problems of discipline and good school attendance were all the more increased. Estate managers, generally speaking, were not personally responsible for this state of affairs, and, towards the end of the year, the United Planting Association of Malaya agreed that when the new system of increased Government assistance came into force, estate



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The Committee schools do not as a rule provide quarters for their staffs.

Although it was for the moment obscured by the immediate economic and other difficulties on estates and elsewhere, there was no doubt that there was in 1946 a keen desire, probably greater than before the war, for education in the mother-tongue. Both Tamils and Telugus cherish a keen devotion for their languages. This was shown, for instance, by the fact that in any district with even a small community of these people, where there was no regular school, an unregistered school usually sprang up.



The senior officer of the Indian Branch returned to Malaya in July and assumed duty as Assistant Director of Education (Indian). He paid visits of inspection to all States in the Union except Kelantan and Trengganu, and had discussions with the Departmental Heads, concerning the forthcoming change in the grant-in-aid system and the reorganization of the Indian Branch of the department, and saw the work of most of the training classes. He continued to supervise the work of the Assistant Inspectors of Indian Schools (one each in Kedah, Penang, Perak, Selangor, Negri Sembilan and Pahang). The pre-occupation personnel all returned to their posts. The Assistant Inspector in Pahang was a master from the staff of an English School, and carried out his inspections during the holidays. For 1947, however, a full-time Inspector will be appointed and will also visit the Kelantan schools. In Malacca, which was formerly visited by the Inspector from Penang, there was no officer available but a full-time Inspector for Malacca was appointed at the end of the year.

There were six Visiting Teachers, three in Perak, two in Selangor and one in Negri Sembilan.

The visits of all these inspecting officers were greatly hampered by the lack of transport. Many estate schools are situated at considerable distances, in some cases several miles, from the main roads and bus routes. It is often desirable for an inspecting officer to visit the Manager or his Chief Clerk as well as the school, and this may mean another journey of a mile or more. Even when bus services could be used, the times were often inconvenient, and much of the day was wasted. The new organization demanded much tighter control and therefore more frequent inspections. Fortunately the situation was improving towards the end of the year.



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## CHAPTER V.

### SECONDARY EDUCATION—BOYS.

#### (i) GENERAL.

(a) *English Schools.*—English schools, i.e., those in which English is the medium of instruction in all subjects, are almost the only schools that can be regarded as giving a secondary education. There are, however, one or two Chinese schools that are secondary in nature or that have secondary classes and reference will be made to them later.

The English schools are preparatory ("feeder") schools for secondary schools or they are secondary schools with primary departments or they are purely secondary schools. Of the last class there were four in 1946—the Penang Free School, the Anglo-Chinese High School in Penang, the High School in Malacca and the Victoria Institution, Kuala Lumpur. A Primary school or department consists of the two Primary Classes and Standard I. A Middle school or department consists of



Standards II to V inclusive, a Secondary school or department consists of Standard VI upwards. A parent who sends his son to an English school hopes to keep him there until the end of the secondary course. The mission schools usually embrace in one building all their departments—primary, middle and secondary—as they prefer to keep their pupils under the one management from infancy to adolescence and expenditure on a multiplicity of buildings is thereby avoided.

During the period under review every effort was made to bring the English school system to its pre-war standard, but it must be remembered in considering this review of 1946 that average ages and numbers are higher than they would be in normal times.

Attendance at English schools is not compulsory. Pupils are normally admitted, irrespective of races or class, when they are six or seven years of age. They normally reach the School Certificate class when they are from 16 to 18 years of age. Some receive double promotion and it was not very unusual before the war to find boys of 15 and sometimes even of 14 entering for and passing the School Certificate examination. But "forcing" of pupils was discouraged for obvious reasons. The ages of the respective classes in 1946 show the effect of the special arrangements that had to be made to cater for pupils who had lost four years of education. It will take seven or eight years for abnormal ages to disappear from the standards in English schools.

The school fees, payable in monthly instalments, are \$30 (£3 10s.) a year for the first eight years for boys and girls and thereafter (in Standard VII and above) \$48 (£5 12s.). The fees in the former Unfederated Malay States were not the same as those quoted above, but adjustments were made so that fees in excess of the standard fees were reduced. But no increase in fees was made, i.e., in poorer districts lower fees were continued. In view of the shortage of equipment and textbooks it was not considered just to charge full school fees until the necessary equipment had been obtained, and until 1st May 1946



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The school fees, payable in monthly instalments, are \$36 (£3 10s.) a year for the first eight years for boys and girls and thereafter (in Standard VII and above) \$48 (£5 12s.). The fees in the former Unfederated Malay States were not the same as those quoted above, but adjustments were made so that fees in excess of the standard fees were reduced. But no increase in fees was made, i.e., in poorer districts lower fees were continued. In view of the shortage of equipment and textbooks it was not considered just to charge full school fees until the necessary equipment had been obtained, and until 1st May half fees were charged.

The arrangement regarding free places for Malay pupils was briefly as follows. If they passed Standard IV (or in some centres Standard III) in the vernacular school at an age enabling them to enter the English school before the age of 11, they were accepted as free scholars or given scholarships covering the fees. Some, in addition, were given more valuable scholarships of \$8 to \$10 a month (£11 4s. to £13 10s. a year).

Before the war, free education to children of races other than Malay was granted in necessitous cases but in the former Federated Malay States as a measure of economy no new remissions had been granted from 1936 onwards. A new schedule for the remission of school fees in English schools was issued by the British Military Administration and continued, with certain additional concessions, in force during the year. Details will be found in General Table V.

Region.	Total Enrolment.	Government Free Places.					Government Scholarships.			Total Free Places.	Total Scholarships.
		Mal.	Chin.	Ind.	Eur.	Oth.	Mal.	Chin.	Indian.		
Perak ..	9,072	472	672	366	35	3	101	..	..	1,548	101
Selangor ..	6,890	295	227	173	20	2	81	..	..	717	81
Negri Sembilan ..	2,647	121	157	214	11	..	31	..	..	503	31
Pahang ..	1,959	87	96	102	..	..	41	3	1	285	41
Penang ..	6,894	181	907	252	105	2	57	..	..	1,447	57
Malacca ..	2,075	80	279	74	114	..	17	..	..	547	17
Johore ..	3,110	1,394	265	192	16	..	..	..	..	1,867	..
Kedah ..	722	19	14	21	..	5	62	..	..	59	62
Kelantan ..	351	22	4	3	..	..	..	..	..	29	..
Trengganu ..	249	26	1	..	..	..	..	..	..	27	..
TOTAL ..	33,969	2,697	2,622	1,897	301	12	390	3	1	7,029	390



## SCHOOLS ENJOYING SCHOLARSHIPS AND FREE PLACES.

Free Places.	Total Free Places.		Government Scholarships.			Total Scholarships.	Non-Government Scholarships.				Total Non-Govt. Scho.	Total Free Places and Scho.	Per cent. of Free Places and Scho.
	Eur.	Oth.	Mal.	Chin.	Indian.		Mal.	Chin.	Ind.	Eur.	Oth.		
35	3	1,548	101	..	..	101	11	42	38	1	..	1,741	19.2
20	2	717	81	..	..	81	..	13	3	4	..	818	11.8
11	..	503	31	..	..	31	..	13	14	11	..	572	21.6
..	..	285	41	3	1	45	..	..	..	..	..	330	16.8
105	2	1,447	57	..	..	57	3	100	45	19	5	1,676	24.3
114	..	547	17	..	..	17	..	2	2	..	..	568	27.4
16	..	1,867	..	..	..	..	..	..	..	..	..	1,867	60.0
..	5	59	62	..	..	62	..	..	..	..	..	121	16.8
..	..	29	..	..	..	..	..	..	..	..	..	29	8.3
..	..	27	..	..	..	..	..	..	..	..	..	27	10.8
361	12	7,029	390	3	1	394	14	170	102	35	5	7,749	22.6

Briefly, approval was granted for remission of school fees as before 1936 with additional remissions for children whose fathers were killed by the Japanese or died under torture, for children whose parents were in receipt of relief, and for children in excess of two in any one family.

The number of boys receiving free education or scholarships during the period was 7,749. The percentage of boys receiving free education or holding scholarships was 22.8 per cent. Details of pupils receiving free education are shown in the table opposite.

The number of non-vocational English Boys' Schools and their enrolments at the end of November is shown in the following table:

	No. of Schools.	Enrolment.
Government Schools ...	43 ...	19,854
Aided Schools ...	22 ...	14,615
Private Schools ...	91 ...	10,998 (including girls)
Total ...	156 ...	44,967

This table excludes the three Private Hill Schools for European children which were not re-opened during the period. There were no English girls' schools in Pahang and only one in Negri Sembilan and the number of girls attending boys' schools in consequence (1,774) is included in this table. Co-education is not the policy of the Department of Education but exists where there are no girls' schools available.

The following table gives the enrolment in each State or Settlement on 30th November, 1946.

*Enrolment on 30th November, 1946.*

Perak	9,072
Selangor	6,800
Negri Sembilan	2,647
Pahang	1,000



Total ... 156 ... 44,967

This table excludes the three Private Hill Schools for European children which were not re-opened during the period. There were no English girls' schools in Pahang and only one in Negri Sembilan and the number of girls attending boys' schools in consequence (1,774) is included in this table. Co-education is not the policy of the Department of Education but exists where there are no girls' schools available.

The following table gives the *enrolment* in each State or Settlement on 30th November, 1946.

*Enrolment on 30th November, 1946.*

Perak	...	...	...	...	...	9,072
Selangor	...	...	...	...	...	6,890
Negri Sembilan	...	...	...	...	...	2,647
Pahang	...	...	...	...	...	1,959
Penang	...	...	...	...	...	6,894
Malacca	...	...	...	...	...	2,075
Johore	...	...	...	...	...	3,110
Kedah	...	...	...	...	...	722
Kelantan	...	...	...	...	...	351
Trengganu	...	...	...	...	...	249
						<hr/> 33,969 <hr/>

The *classes* from the lowest upwards are named Primary I, Primary II, Standard I, Standard II . . . Standard VII, Standard VIII and the School Certificate classes and pupils as a rule spend one year in each of these eleven classes. The "Special Malay Classes" are described on page 43. Special "Reconstruction" classes were formed in some schools to assist in the rapid re-classification of pupils. These are included in

the table below which gives the enrolment for each standard in the Union and the percentage of enrolment in each to that of the total enrolment.

Standard.				Enrolment.		Percentage of Total.
Primary I	...	...	...	6,400	...	18.8
„ II	...	...	...	4,341	...	12.8
Reconstruction	...	...	...	1,121	...	3.3
Standard I	...	...	...	3,679	...	10.8
„ II	...	...	...	2,829	...	8.3
„ III	...	...	...	2,788	...	8.2
„ IV	...	...	...	2,436	...	7.2
Special Malay	...	...	...	2,542	...	7.5
Standard V	...	...	...	2,244	...	6.6
„ VI	...	...	...	1,874	...	5.5
„ VII	...	...	...	1,484	...	4.3
„ VIII	...	...	...	1,218	...	3.6
School Certificate	...	...	...	1,013	...	3.0
Total				33,969	...	99.9

In normal times, the Aided schools are given a free hand in the matter of *promotions* and are left to arrange these themselves in accordance with the principles set out in the Education Code. Government schools that are complete within themselves, i.e., with primary, middle and secondary departments under the one management are also delegated with the responsibility of selection. But in certain centres, namely, Penang, Malacca, Kuala Lumpur and Seremban, the Government Secondary schools have a number of feeder schools and some special system of selection is necessary. During the period under review, as explained, every effort had to be made to distribute as



In normal times, the Aided schools are given a free hand in the matter of *promotions* and are left to arrange these themselves in accordance with the principles set out in the Education Code. Government schools that are complete within themselves, i.e., with primary, middle and secondary departments under the one management are also delegated with the responsibility of selection. But in certain centres, namely, Penang, Malacca, Kuala Lumpur and Seremban, the Government Secondary schools have a number of feeder schools and some special system of selection is necessary. During the period under review, as already explained, every effort had to be made to distribute as quickly as possible the abnormally high number of admissions rendered necessary as pupils were found to be of most varied attainments. Those who came from cultured and educated homes had been taught in secret by their parents and their uneven progress required that they should concentrate on one or two subjects before receiving rapid promotion to the highest class for which they were fit. An unexpected phenomenon in this connection was that as a result of secret study, and for other obscure reasons, literacy in English appeared to be much wider than before the war. By a combined process of careful testing and observation, classification was kept fluid and the excess of younger pupils distributed as widely as possible. For 1946, the superannuation rules as prescribed by the Education Code were not, therefore, applied.

The average *ages* in the various classes were for obvious reasons abnormal, but for the sake of comparison with those in a normal year the following table is given, showing in two large

Departments of Education the average ages for 1946 and for 1938 (the last year in which full statistics were collected as during the war years full statistics were not given).

Standards. (Average ages in Years and Months.)	End of 1938.		IN NOVEMBER, 1946.			
			Perak.		Penang.	
	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.
Primary I .. ..	7	10	8	7	8	0
" II .. ..	8	10	10	5	9	6
Standard I .. ..	9	10	12	0	10	11
" II .. ..	10	10	13	2	12	4
" III .. ..	12	0	14	4	13	10
" IV .. ..	13	2	15	4	14	6
Special Malay I .. ..	11	7	12	11	14	2
" II .. ..	12	6	14	1	14	8
Standard V .. ..	13	10	16	3	15	5
" VI .. ..	14	11	17	3	16	7
" VII .. ..	16	0	18	1	17	6
" VIII .. ..	16	10	19	1	18	3
School Certificate ..	17	10	20	3	20	7

As for the *races* of the pupils in English schools, they come from all parts of the world and there may be as many as seven or eight different mother-tongues represented in the normal enrolment of the lowest primary classes. Few children know English when they are admitted to that class; even Malay, the *lingua-franca* of the country, is not known to many children of their age. In consequence, English, the medium of instruction, must be taught by the "Direct Method". Teaching from the beginning through the medium of a foreign tongue constitutes a special problem. There were very few European children and the main races represented are to be found divided among schools as follows:

Malays, chiefly at the Government schools; Chinese and Indians almost equally divided among all schools; Eurasians, chiefly at the Christian Brothers' Schools.

The diversity of races (though not the diversity of tongues as these classified as "Chinese" speak a number of dialects, and the "Indians" represent a number of languages) is shown in the following table giving numbers at the end of November, 1946.

Enrolment

Percentage



The diversity of races (though not the diversity of tongues as those classified as "Chinese" speak a number of dialects, and the "Indians" represent a number of languages) is shown in the following table giving numbers at the end of November, 1946:

Races.				Enrolment. Nov., 1946.	Percentage of Total.
Malays	...	...	...	6,535	19.2
Chinese	...	...	...	16,979	50.0
Indians	...	...	...	9,254	27.2
Europeans and Eurasians				1,086	3.2
Others	...	...	...	115	.3
Total				33,969	99.9

It will be noted from details given in this table that Chinese formed the majority of the pupils. Malay boys who come from vernacular schools after passing Standard IV or in some centres Standard III are as far as possible placed in Special Malay Classes in which they are given an intensive course in English. They spend two years in these special classes and at the end of that period they are expected to be fit to go into Standard III or Standard IV. Occasionally there are boys good enough to go into Standard V. They generally come from the Malay School

with no knowledge of English but they have learned arithmetic, geography, etc., and they are familiar with the romanized script. They concentrate on English during their first years in the English school, but Malay finds a place on their time table later and they always enter for Malay in the School Certificate Examination. The pupils in the Special Malay Classes in 1946 were selected from the best of those who should have been admitted in 1942 and subsequent years.

There is a very generous system of free places and scholarships, and hostels are normally provided in all large centres for Malay boys. In 1946, most of the hostels were still occupied by the Military Authorities or it was not possible to accommodate boys in them because of the cost of board. An illustration shows the dining room of the hostel in King George V School, Seremban. It is possible for a bright Malay boy to make his way by means of scholarships from the village school to the secondary English school and from there to Raffles College, the Medical College or any of the institutions for higher education in Malaya or even, by means of the Queen's Scholarships and other scholarships available locally, to Universities in Great Britain. The ambitious Malay boy who possesses ability and tenacity of purpose is given every encouragement. It is one of the aims of the training given in the schools to produce an increasing number of Malay boys with ambition and character to aspire and succeed.

The *Supervisor system*, which was introduced in Penang in 1938, was later extended to Selangor and Negri Sembilan. Under this arrangement a "Group Supervisor" and/or a "Primary Supervisor" regularly visit a group of Government "Feeder" schools with Primary and Middle departments. The post of Group Supervisor, Penang, was not filled owing to lack of staff but there were Primary Supervisors in Selangor and Negri Sembilan. The duty of these supervisors was to advise and formulate, to teach in the schools and to be responsible for the teaching of Primary Method in the normal classes for students' training. In addition, they undertook special assignments in the Oral English Examination of Cambridge



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It will be readily understood that the provision of school equipment was one of the major post-war problems. Even by the end of the year private school suppliers had received practically no new stocks, and the stores ordered through the Colonial Office were only just beginning to trickle through. With the exception of some of the schools belonging to the Catholic teaching orders and of one or two specially occupied by the Japanese and later by the British, schools lost all furniture and equipment. The anxiety of parents and pupils for the return of educational facilities made light of these difficulties, however. Some of such furniture as had escaped the furnace was recovered and returned to rightful owners; other furniture was borrowed from private individuals and associations, the Public Works Department, and the Custodian of Enemy Property. Some pupils brought their own stools; many sat on the floor. One Headmaster at no cost to the department succeeded, with the help of older pupils, old boys and resident military personnel, in knocking together from Japanese packing cases and other timber, chairs and desks for over half his enrolment. Other schools

sacrificed precious ping-pong tables to form blackboards. Eventually, with the assistance of Government grants and with a great deal of self-help, sufficient furniture had been 'begged, borrowed or generally acquired' to provide sufficient temporary furniture for all.

The Japanese dumps supplied most of the early material such as slates and pencils, chalk, paper and ink.

*Textbooks* were a great problem. Few books survived the occupation and book-sellers charged as much as five times the pre-war prices for textbooks and seven or eight times the pre-war price for exercise books. The store of books found in Singapore helped considerably, but did not provide sufficient for class sets. An indication of the scarcity of books is given by the number of available books accepted as set books by the Cambridge Local Examinations Syndicate. This number was no less than 28! Towards the end of the year the situation became easier as regards the supply of consumable teaching material, but the lack of the more expensive apparatus such as maps, library books and specialized equipment for science, art and workshops was most severe.

While essential repairs to school buildings were carried out wherever possible by the British Military Administration and the Public Works Department, some schools are still in a sorry state. The restoration of many will be costly. An illustration shows the school assembly at Batu Road School, Kuala Lumpur, and incidentally gives some idea of the dilapidation of the building.

*Transport* proved to be more of a problem than it was before the war. Few cars remained for use of the civilian population and the bus services bore no comparison with those of pre-war days. In Perak, for instance, 65 per cent. of the pupils walked to school, 30 per cent. rode bicycles and 5 per cent. used other means of conveyance. Bus services were not dependable, and a long walk to and from school when food was scarce and the incidence of malnutrition high, proved a poor preliminary to efficient school work.



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The English schools are all situated in cities and towns. They are normally open for at least 191 school days (Mondays to Fridays inclusive) a year, in most cases for one session daily from 8 a.m. till 1 p.m. Some schools opened in the afternoon and on Saturdays for preparation and for extra classes. Owing to the requisitioning of buildings it was not found possible in 1946 for all schools to have morning sessions, but towards the end of the year there were only few which had to resort to afternoon sessions. Practically all schools had sessions from 8 a.m. to 1 p.m. or 8.30 a.m. to 1.30 p.m. The fact that at first all work was oral, and that transport arrangements could not always be depended upon led to relaxation of normal regulations and school hours were shortened.

All schools were doing their best at the end of the year to provide teaching in the usual subjects—English in all its branches, arithmetic, geography, history (stories of world history to begin with, some English history in the middle school and British Empire history in the final secondary classes), hand-work (drawing, arts and crafts), hygiene and physical training.



mathematics and languages where required. Shortage of staff, an abnormal number of untrained and temporary teachers (to fill vacancies and to cater for the large number of additional classes) and a lack of essential materials were, however, serious handicaps. Different regions had their own ways of approaching this problem. In Penang, for instance, emphasis at first was placed on English and arithmetic while all other subjects were the basis of occasional refresher lessons. An illustration shows a dramatized English lesson in progress at Batu Road School, Kuala Lumpur. In almost all centres art and hand-work were the subjects which had to be sacrificed, mainly owing to the lack of materials, and qualified staff. Hand-work was not given up in the lower classes, however, where easily-obtainable materials could be used. Singing was included in all classes. Monthly singing and Shakespearian recitals at Seremban proved both socially and educationally valuable. The appointment in the middle of the year of a *Music Supervisor* had already had valuable results by the end of the year in the renewed interest of staffs and pupils in good spoken English and in singing and music generally. Many regions included the teaching of languages as part of the school course; included in the languages taught were Malay, Tamil, Chinese, Punjabi and Latin.

*Hygiene* was taught in all schools and is mentioned again in Chapter X.

The teaching of *Science* was badly handicapped by the lack of laboratory apparatus. St. Michael's Institution, Ipoh, was the only school with a laboratory in working order at the time of the re-occupation. In spite of this, science was taught in some form or another at the Anderson School and the Anglo-Chinese School, Ipoh, the Victoria Institution, Kuala Lumpur, the Penang Free School, King George V School, Seremban, and the Sultan Abdul Hamid College, Alor Star. All schools with science departments were anxiously awaiting the arrival of science equipment from England and the co-ordination made possible by the appointment of a Science Supervisor (See Chapter II).

*Physical training* was included in all schools although it had often to appear in a modified form owing to the physical condition of pupils. Illustrations show physical training exercises at Batu Road School, Kuala Lumpur, and Sultan Abdul Hamid College, Alor Star.



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*School games* are referred to in Chapter X.

*Examinations* are discussed in Chapter VII.

*Libraries* completely disappeared in most schools but a start was made to re-stock them. In Perak, in particular, boys and staffs provided a nucleus of books in many schools and progress could be regarded as satisfactory. In many schools Old Boys' Associations gave special help with libraries and games equipment. An illustration shows the library at the Penang Free School. The first steps towards re-stocking have been taken.

*Cinematograph* projectors disappeared but the value of this visual aid has not been overlooked and much exploratory work has been done in the direction of the use of film strips. An

tion. It also shows the mixed character of the class (Tuanku Muhammad School, Kuala Pilah). Gramophones and Wireless Receiving sets disappeared with all the other equipment, but a few sets were made available by the Department of Public Relations in the middle of the year. Thirty-six sets were purchased at the end of the year in consultation with the Department of Broadcasting and close co-operation had been established with the Deputy Director in charge of Schools Broadcasts.

*Literary and debating societies* rapidly revived in schools with secondary departments, and in some middle schools, and practically all school magazines re-appeared, or were in the press at the end of the year. Other institutions, such as *Geographical, Thrift, Musical Societies*, revived and an *Entertainment Society* at the Clifford School, Kuala Lipis, proved a most valuable organization in assisting pupils to overcome shyness and in providing much needed recreational interest.

All schools celebrated *Empire Day* and *Victory Day* with much enthusiasm, most schools taking an active public part in the latter. In addition, many schools observed *Armistice Day* and revived their prize-giving celebrations and *Parents' Days*. The Penang Free School, the oldest school in Malaya, celebrated its 130th anniversary during the year and the Victoria Institution held a belated celebration of its Golden Jubilee which actually occurred in 1942.

A start was made with reviving school gardens and about twelve schools had gardens by the end of the year. Large numbers of boys had home gardens. A "Grow-More-Food" campaign was held in the first half of the year which encouraged the opening up of land for gardens and many pupils competed in the Poster Competition held in connection with this. An illustration shows the opening up of land at the Penang Free School. Johore had the finest record in this connection. All Johore English schools had vegetable gardens and some had flower gardens, organized either by classes or houses. In one school, the Scouts had a garden plot. In the "Grow-More-Food" campaign, one small school grew 322 katties ( $4\frac{1}{2}$  cwt.) of sweet potatoes, 185 katties ( $2\frac{1}{2}$  cwt.) of maize, 1 katty ( $\frac{1}{4}$  ton) of groundnuts, and 151 home gardens produced 50 piculs ( $3\frac{1}{2}$  tons) of assorted vegetables. In all, in Johore, 491 boys cultivated their own home gardens.



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The number of *teachers* at the end of the school year in Government and Aided boys' schools was 1,191, 1,059 being men and 132 women. The total enrolment of the schools at that date was 33,969 and the average number of pupils to a teacher was 28.5. In 1938 the proportion was 26.

The races of the teachers were as follows:

Malays	...	...	...	...	...	103
Chinese	...	...	...	...	...	517
Indians	...	...	...	...	...	382
Eurasians	...	...	...	...	...	127
Europeans and Americans	...	...	...	...	...	55
Others	...	...	...	...	...	7

Details of the nationalities and qualifications of all teachers in Government and Aided schools will be found in Appendices II and III.

European mistresses in Government boys' schools teach in the primary department (that is, in the first three classes of the school) or supervise the work in that department, and possess the Higher Froebel Certificate or some similar qualification. The missionary teachers are of two classes (i) members of the Roman Catholic Monastic Teaching Orders who possess the teaching qualifications required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications.

Details of the recruitment and training of teachers will be found in Chapters VIII and IX. Women teachers in boys' schools are on the same salary scale as similarly qualified teachers in the girls' schools (Chapter IX).

The *salary scheme* for trained local men teachers is \$130 a month, rising by annual increments of \$10 a month to \$300 (£182 a year rising by increments of £14 to £420). Five per cent. of the trained local teachers can be given superscale salaries of \$350 a month (£430 a year) and yet another five per cent. superscale salaries of \$400 a month (£560 a year). Local teachers with degrees of Universities within the British Empire approved by the Director of Education, Malayan Union, receive in addition a pensionable allowance of \$25 a month (£35 a year). Locally recruited teachers who possess the qualifications for admission to the Malayan Educational Service may be appointed on a salary scale ranging from \$320 to \$640 per month (£448 to £896 a year). Men missionary teachers receive \$250 a month (£350 a year). European masters in Government schools receive \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there are a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

The Government pays pensions to European Masters and Mistresses and trained local teachers in Government schools. The maximum pension that may be drawn is two-thirds of the final salary, and it is earned by 35 years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 or 53 though he is required to retire on reaching 65.



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The *Malay College*, Kuala Kangsar, which is controlled by a Board of Governors is here mentioned separately because it is the only entirely residential school in the country, except for the three private hill schools for European girls and boys. It is for selected Malays. In normal times it had an enrolment of approximately 140 pupils drawn from the four States of Perak, Selangor, Negri Sembilan and Pahang, and from the other Malay States and from Brunei and Sarawak. The building was requisitioned for a large part of the year when it was used as a hospital. After its de-requisitioning, the Principal was occupied in making preparations for the re-opening of the College to take place in January, 1947.

The numbers and enrolments of *Private* (i.e., *non-Aided English Schools*) at the end of the year were as follows :

Region.	No. of Schools.	Total Enrolment.
Perak ... ..	25	2,731
Selangor ... ..	27	3,691
Negri Sembilan ... ..	9	1,217
Pahang ... ..	1	67
Penang ... ..	6	1,065
Malacca ... ..	3	381
Johore ... ..	12	708
Kedah ... ..	7	1,017
Trengganu ... ..	1	121
Kelantan ... ..	Nil	Nil
<b>Total ...</b>	<b>91</b>	<b>10,998</b>

These figures include girls. Owing to the shortage of staff and other reasons it has not been possible to get complete statistics from all Private English schools.

The total enrolment was distributed as follows :

Primary I ... ..	3,895
Primary II ... ..	2,576
Reconstruction ... ..	41
Standard I ... ..	1,741
Standard II ... ..	894
Standard III ... ..	582
Standard IV ... ..	367
Special Classes ... ..	314
Standard V ... ..	282
Standard VI ... ..	162
Standard VII ... ..	74
Standard VIII ... ..	23
School Certificate ... ..	47
<b>Total ...</b>	<b>10,998</b>



Standard III	...	...	...	...	582
Standard IV	...	...	...	...	367
Special Classes	...	...	...	...	314
Standard V	...	...	...	...	282
Standard VI	...	...	...	...	162
Standard VII	...	...	...	...	74
Standard VIII	...	...	...	...	23
School Certificate	...	...	...	...	47

Total ... 10,998

There were, in all, 355 teachers employed in these private schools. A very small proportion were graduates or trained teachers; the remainder had a variety of qualifications descending in certain of the former Unfederated Malay States as low as Standard VII. Such low classifications would not be recognized under the former Federated Malay States, Straits Settlements or Johore Registration of Schools Enactments and the matter awaits attention as soon as action can be taken.

The classification of these teachers by race is as follows:

Europeans	...	...	...	...	...	4
Malays	...	...	...	...	...	10
Chinese	...	...	...	...	...	145
Indians	...	...	...	...	...	167
Eurasians	...	...	...	...	...	29
Total ...						355

The number of private schools is considerably lower than the number in 1938. Many former private school teachers became temporary Government teachers; and some of the private school buildings suffered from the neglect of the past four years and school proprietors were not able to re-open them. Of the schools open at the end of 1946, approximately 30 were schools maintained by religious bodies and could mainly be regarded as overflow schools to their normal institutions. One school in Penang was maintained by the American Methodist Mission entirely for girls and is included here for the sake of convenience. Of the number of private schools in Negri Sembilan, four were Government afternoon schools and one was maintained by the Malay Regiment.

The fees in most of these schools were the same as in Government and Aided schools but a few charged fees at a slightly higher rate with graduated increases for higher classes.

Before 1942, it had become possible to pay increased attention to private schools and there was a corresponding co-operation between most of the larger schools and the department. Schools were invited to apply for Efficiency Certificates and a satisfactory number obtained them. Teachers were encouraged to improve their qualifications by attending special training classes. Associations of teachers in private schools were springing up and taking an interest in professional affairs. The Selangor Association, for instance, sponsored classes in phonetics for which they paid a qualified instructor. It was not possible to conduct a close enough inspection of private schools in 1946 to warrant the issue of Efficiency Certificates and the school staffs, for their part, were generally too new and unorganized to initiate any corporate activities.

## (ii) VOCATIONAL.

*Technical Education.*—Information regarding the Technical College, Kuala Lumpur, will be found in Chapter VI.

*Commercial Education.*—In 1946, full-time Commercial Education in the Malayan Union was given to one Government



courses had been conducted by the newly appointed Superintendent of the Malacca Trade School it was decided on the advice of the Organizer of Vocational Schools and Handicrafts to replace the Malacca Trade School by a more ambitious and useful institution at Kuala Lumpur which would provide training for students from all over the Peninsula. The scheme, in brief, is to train students for three years to become efficient cabinet-makers after which selected students will continue for a further period of two years during which time they will receive payment for work done. Those not selected for the further period will enter employment in furniture shops or commence work on their own account.

The Japanese erected a building in the grounds of the Kuala Lumpur Trade School which proved to be suitable for the Techni-Factory. It required only a concrete floor, which was laid as soon as the building was released on 19th July, 1946. Although all the wood-working machinery of the Malacca Trade School was destroyed in January, 1942, a considerable quantity of hand tools, wood-working benches and textbooks was discovered at various places in Malaya and this material was made available for the Techni-Factory. An illustration shows the interior of the factory. Covered sheds for the drying of timber and buildings suitable for administrative offices were available. In all, the conditions for the Techni-Factory at Kuala Lumpur Trade School site, augured well for the successful establishment of the new scheme. The Superintendent of the Techni-Factory (formerly Superintendent of the Malacca Trade School) returned from leave after internment on 15th July, and the second half of 1946 was occupied in making preparations for the opening of the factory. Five Chinese, 15 Malays and 1 Indian had enrolled by the end of the year. The Instructional Staff consisted of the Superintendent (ex-Malacca Trade School), one Instructor transferred from the Bagan Serai Trade School, and an Assistant Instructor, an ex-student of the Malacca Trade School.

*Musical Education.*—Reference was made above in this chapter to the appointment of a Music Supervisor. Throughout the Peninsula there were in all centres Music Teachers with

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*Musical Education.*—Reference was made above in this chapter to the appointment of a Music Supervisor. Throughout the Peninsula there were in all centres Music Teachers with varying numbers of pupils. A peripatetic examiner conducts every year the practical examinations of the Trinity College of Music but this visit has not yet been re-commenced. No statistics are available, in respect of 1946, of the numbers of entries for the theoretical and practical examinations of the College.

## CHAPTER VI.

### UNIVERSITY AND COLLEGIATE (POST-SECONDARY) EDUCATION.

#### (i) ARTS AND SCIENCE.

The most advanced educational institutions in Malaya are the King Edward VII College of Medicine, Singapore, which is a Government institution but not connected with the Department of Education, and Raffles College.

*Raffles College*, is an autonomous college, not forming in any way a part of the Department of Education but governed by a Council and Senate.



During the Japanese occupation it was used as military headquarters and was subsequently requisitioned by the British military authorities. In 1946, its de-requisitioning was, not without difficulty, secured and on 10th October, 1946, the College was reopened.

The College provides three-year courses in English, History, Geography, Economics, Mathematics, Physics and Chemistry, and awards Diplomas in Arts and Science.

The number of students attending the College in Michaelmas Term, 1946, was 212 of whom 142 were from the Malayan Union. The College is partly residential, the men living in hostels in the College grounds, the women in the women's hostel of the King Edward VII College of Medicine. One hundred and twenty-eight men students and five women students were resident in the hostels in Michaelmas Term, 1946.

## (ii) PROFESSIONAL.

(a) *Technical College, Kuala Lumpur.*—This College, a Government institution under the Department of Education, provides four-year courses in Civil, Mechanical, Electrical and Telecommunication Engineering, and accepts students for training for the posts of Technical Subordinates, in the Public Works, Survey, Railways, Electrical and Telecommunications Departments. The conditions governing admission are a good Cambridge School certificate with credits in English and mathematics and, if possible, in elementary science.

In 1941, there were 203 students, 90 of whom were private students. They were in the following courses:

Civil Engineering	...	...	142
Telecommunications	...	...	19
Electrical	...	...	29
Mechanical	...	...	13
			= Total 203

In accordance with the 1941 recommendations of the Technical School Advisory Committee and of the Department of Education, schemes for the building of a new Technical College were drawn up and the Government for the erection of the new building.

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In 1941, there were 203 students, 90 of whom were private students. They were in the following courses:

Civil Engineering	...	...	142	
Telecommunications	...	...	19	
Electrical	...	...	29	
Mechanical	...	...	13	= Total 203.

In accordance with the 1941 recommendations of the Technical School Advisory Committee and of the Department of Education, schemes for the building of a new Technical College were drawn up and a site acquired by Government for the erection of modern buildings with up-to-date equipment. It was also then decided that the name of the school should be changed to the Technical College, Kuala Lumpur.

At the outbreak of war almost all the students and staff were in the Passive Defence Services (fire watchers, A.R.P. wardens, etc.), and many were enrolled as despatch riders attached to the Public Works Department.

After the evacuation of Kuala Lumpur, the College was looted and later occupied by Japanese troops. Much valuable laboratory equipment and technical apparatus were lost. The reference library in particular suffered drastic losses. After the Japanese surrender and before the arrival of the British troops, the College was again looted. Some furniture and equipment which escaped the attention of looters and the Japanese military were saved by the efforts of the staff on the two occasions.

In May, 1942, the Japanese authorities re-called the teaching staff and reopened the College for technical training. The training gradually deteriorated both in scope and attainment, and



at the end of the Japanese occupation the most important subject in the curriculum was Nippon-go. The standard for admission was lowered and among the new students were many who had not passed the Standard VII Examination in local schools.

During the British Military Administration period the College buildings were occupied as a Transit Camp by the Military Authorities. When they were suddenly released on 11th August, 1946, work on repairs and renovations was immediately undertaken by the Public Works and the Electrical Departments. Thanks to their efforts the College was able to reopen on 16th September, 1946, for the completion of the course for the former third and fourth year students.

During the war the College had suffered severe losses of equipment, technical apparatus and reference books. The Chemistry and Physics Laboratory were denuded, although valuable apparatus in the Testing Laboratory was saved. To meet the minimum needs, the Principal called for the assistance of the Technical Department. Useful apparatus and textbooks were immediately forthcoming on loan from the Public Works, Drainage and Irrigation and the Survey Departments.

At the end of 1946, the position was as follows:

(a) Number of students in Training—

Course.	Government Apprentices.	Private.	Total.
Civil ... ..	29	7	36
Telecommunications ... ..	6	—	6
Electrical ... ..	6	1	7
Mechanical ... ..	5	—	5
	<hr/> 46	<hr/> 8	<hr/> 54

(b) Enrolment according to Race—

Malays ... ..	16
Chinese ... ..	20
Indians ... ..	9
Eurasians ... ..	9

Electrical	...	0	...	—	6
Mechanical	...	6	...	1	7
	...	5	...	—	5
		—		—	—
		46	...	8	54
		—		—	—

(b) Enrolment according to Race—

Malays	...	...	16
Chinese	...	...	20
Indians	...	...	9
Eurasians	...	...	9
		—	—
			54
		—	—

(c) Staff—

Acting Principal	...	1
Senior Instructor	...	1
Instructors, Grade I	...	7
Steward	...	1
Clerks	...	2

Despite the serious handicaps entailed by shortage of equipment and textbooks and the absence of staff on much needed leave, the task of giving an intensive course of study to the 1941 third and fourth year students was undertaken and satisfactorily completed before the end of the year. Fifty-six students appeared for the Final Examination (two external); 19 students were placed in the First Class ; 30 students were placed in the Second Class; 5 passed and 2 failed to satisfy the examiners. It was found during the term that the long gap in their training had not interfered with the students' mental



or their capacity for hard work. After a lapse of  $4\frac{1}{2}$  years they returned to the College not as young students but as men with family responsibilities. They showed a better grasp of essential principles, greater powers of concentration, and a deeper sense of responsibility than they had done as pre-war students.

When the College re-opened, 22 students were accommodated in one of the blocks in the College grounds. As a temporary hostel for a small number, this proved satisfactory. Ten survey students were also accommodated in this block. By arrangement with the Assistant Food Controller the hostel was recognized as a public canteen and received an additional ration of rice (2 ozs. per day). This supplement to the ordinary ration was found sufficient to provide adequate though not sumptuous meals. No contractor was employed; messing arrangements were in the hands of the Hostel Steward assisted by the Hostel Messing Committee. The cost per month for each student was about \$36 (£4 4s.). The students considered this figure in the present circumstances highly satisfactory.

(b) *The School of Agriculture, Serdang.*—This school is under the direction of the Department of Agriculture, Malayan Union. It was opened in May, 1931, when a three-year course and a one-year course were provided, but for the greater part of the pre-invasion decade of its existence the former was reduced to a course of two years' duration only. This course, with English as the medium, aimed at giving the student a sound general training in Malayan agriculture together with an adequate knowledge of the pure sciences which form the foundation and framework of scientific agriculture. The one-year course, with Malay as the medium, was designed to meet the needs of a much less advanced type of student. In general, candidates for the major course were required to possess the Cambridge School Certificate or its equivalent, whereas for the minor course a pass from the highest standard in a Malay vernacular or the fifth standard in a local English school sufficed.

The school re-opened in April, 1946, with the immediate objective of completing the training of as many as possible of the former students whose studies were interrupted by the invasion.



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The school re-opened in April, 1946, with the immediate objective of completing the training of as many as possible of its former students whose studies were interrupted by the invasion, and it is not expected that it will be able to receive new classes of students until mid-1947. Towards the end of 1946, the opportunity was taken of reviewing the whole of the school's pre-war policy, activities and achievements, as a result of which certain fundamental recommendations were made to Government. No decision had been reached in respect of these by the end of the year. The fees for the two courses, however, to students from the Malayan Union remained at \$90 (£10 10s.) and \$45 (£5 5s.) a year respectively. Boarding charges at the price levels ruling in early 1947 were about \$39 (£4 12s.) a month. Excluding the cost of transport to and from the school, it was therefore estimated that for candidates from the Malayan Union a sum of \$664 (£77 10s.) a year was sufficient to meet the inclusive annual cost of a private student taking the major course, and a sum of \$554 (£64 14s.) a year to meet the cost of the minor course.

There is accommodation for a total of 80 residential students and 398 have completed their respective courses of training since the school first opened. They have been drawn from every State of the Peninsula and from Sarawak, Borneo and Brunei.



(c) *Forest School, Kepong*.—Locally-recruited candidates for the posts of Sub-Assistant and Extra-Assistant Conservators for which the initial qualification is the Cambridge School Certificate Examination, and who may ultimately be promoted to the Senior Forest Staff, are trained at the Forest School, Kepong. Recruitment seldom exceeds two at a time and blank years frequently intervene. Individual instruction is given in a course lasting one year.

### (iii) EX-PUPILS AND HIGHER EDUCATION.

This subject is dealt with in Chapter VII but the following table shows the number of students from schools in the Peninsula attending local institutions for Higher Education.

Local institution.	Kedah.	Penang.	Perak.	Pahang.	Selangor.	Kerl Semtlan.	Malacca.	Johore.	Total.
King Edward VII College of Medicine, Singapore .. ..	7	34	27	1	44	2	10	2	127
Raffles College, Singapore	3	20	24	2	35	6	9	1	100
Technical College, Kuala Lumpur .. ..	2	1	10	2	28	5	1	..	49
The School of Agriculture, Serdang, Selangor ..	3	3	12	3	1	5	1	3	31

## EXAMINATIONS, OVERSEAS HIGHER EDUCATION AND SCHOLARSHIPS.

As explained in Chapter II, a special post of Examinations Secretary was created on 1st April, 1946. The duties of the Examinations Secretary extended beyond the routine arrangements for the many external examinations conducted in Malaya. He was also responsible for all scholarship entries and for making all arrangements including those for passages for students proceeding to the United Kingdom. He conducted the various departmental examinations for Normal Classes and Training Classes as well as other Government examinations (State and General Clerical Services, Railway Clerical Service, Technical Examinations of the various Technical Departments).

The Examinations Secretary, before returning to Malaya, represented the Department of Education at two meetings of the Overseas Committee of the Cambridge Local Examinations



Syndicate, one held at Cambridge and the other in London. He also held discussions with the examining authorities of the London Chamber of Commerce, the City and Guilds of London Institute, the University of London, and the Association of Certified and Corporate Accountants.

#### A.—EXAMINATIONS.

*Cambridge School Certificate Examinations.*—The results of the December, 1941, Examinations for all centres in Malaya, except Kedah, Penang and Trengganu, were received shortly after the liberation. Owing to enemy action, the scripts in some of the subjects taken by candidates from Kedah and Penang centres did not reach England and special certificates were issued by the Syndicate to such candidates showing the results in those subjects for which scripts were received. Candidates from these centres were allowed to complete their examination in December, 1946, without payment of further fees.

The following table gives the results of the 1941 School Certificate Examinations for all centres except those in Kedah, Penang and Trengganu. There was no centre in Kelantan. It does not include the results for private candidates which are not available.

Region.		No. of Candi- dates.	PASSES IN GRADES			Total Passes.
			I	II	III	
Perak	(B)	349	91	79	100	270
	(G)	95	18	22	39	79
Malangor	(B)	387	56	48	63	167
	(G)	128	22	36	41	99

Region.	No. of Candi- dates.	PASSES IN GRADES			Total PASSES.
		I	II	III	
Perak .. .. . (B)	349	91	79	100	270
	(G) 95	18	22	39	79
Selangor .. .. . (B)	387	56	48	63	167
	(G) 128	22	36	41	99
Malacca .. .. . (B)	100	23	24	27	74
	(G) 34	7	9	14	30
Negri Sembilan .. .. . (B)	110	9	29	41	79
	(G) 16	1	—	10	11
Johore .. .. . (B)	157	6	19	47	72
	(G) 12	1	5	4	10
Pahang .. .. . (B)	23	1	3	7	11
	(G) —	—	—	—	—

The certificates of the successful 1940 and 1941 School Certificate Examination candidates were received later in the year and were distributed to the owners on proof of identity. The Oral English results for the 1940 and 1941 examinations were also received and made available at local Education Offices.



One thousand four hundred and two candidates took the full December 1946 School Certificate Examination which was conducted at centres in regions in both the Settlements and in all States except Kelantan and Trengganu.

For the 1946 School Certificate Examination, candidates were allowed to study the English Literature texts laid down in the syllabus and, as alternatives, any English text which had been set for this examination in previous years. The concession made it possible for candidates to start work immediately with the texts which were available in the country, though some schools managed to place orders for texts in England and these arrived in time to be of use. There were no less than twenty-two of these Special English Texts for which questions had to be set. The co-operation of the Cambridge Syndicate in permitting this was greatly appreciated as without such special arrangements the number of candidates able to enter for the examination would have been much smaller. The detailed results of the 1946 School Certificate Examinations are given in Tables IV C and D.

The Oral English Examination was conducted locally as in pre-war times by a Chief Oral Examiner and other officers of the department who visited the various examination centres for this purpose in October. The Examination consisted of Reading unprepared passages, an Oral Summary Test, Oral Exercises in Composition and a Conversation Test. Marks obtained in the Oral English examination counted towards the compulsory paper in English Language, and candidates who passed in Oral English had the appropriate inscription added to their school certificates. The results were surprisingly good in view of the lost years but these good results were ascribed to the greater maturity of the candidates who were older than usual and had more than poise and confidence.

The following tables

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The following tables show the results of these Oral Examinations:

*Oral English, 1946 School Certificate Examination.*

	Government and Aided.		Private Schools and Private Candidates.		Total.
	Girls.	Boys.	Girls.	Boys.	
Grade I .. ..	29	61	2	3	95 I
" II .. ..	96	269	10	38	413 II
" III .. ..	122	587	30	104	843 III
Failures - .. ..	49	281	32	95	457 F
Total Examined ..	296	1,198	74	240	1,808
Percentage of Passes	83.1	76.5	56.6	60.1	74.7
Absent .. ..	11.0	46.0	3.0	104.0	164.0



*Oral English, 1946 School Certificate Examination. Summary of Passes and Failures.*

	No. of Candi- dates.	No. of Passes.	No. of Failures.	Percentage of Passes
Girls .. .. .	370	289	81	78.4%
Boys .. .. .	1,438	1,062	376	73.2%
Total .. .. .	1,808	1,351	457	74.7%

*University of London Examinations.*—London Matriculation Examinations were held in Kuala Lumpur in June. The results, which arrived in October, are tabulated below:

**Passed whole Examination—**

Div. 1 certificate	...	...	...	...	5
Div. 2 certificate	...	...	...	...	5
Passed Part A	...	...	...	...	3
Credited Part A	...	...	...	...	8
Passed in one subject to complete exemption	...	...	...	...	1
Failed in one subject only	...	...	...	...	3
Failed	...	...	...	...	15
					<hr/> 40

The Intermediate Examination in Arts was held in Kuala Lumpur in July. Three candidates took the whole examination and one passed, and two candidates who had been referred in one subject took that subject only and passed.

The Intermediate Examination in Laws was held in

Failed in one subject only	...	...	...	8
Failed	...	...	...	15

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40

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The Intermediate Examination in Arts was held in Kuala Lumpur in July. Three candidates took the whole examination and one passed, and two candidates who had been referred in one subject took that subject only and passed.

The Intermediate Examination in Laws was held in September, also in Kuala Lumpur. There were two candidates and none passed.

One candidate was successful in the B.Sc. (Subsidiary) Examination in Pure Mathematics held in Ipoh in June.

Laboratories in the Malayan Union have suffered very severely and it is unlikely that it will be possible to hold practical examinations in science or engineering subjects until 1948. It is possible, however, that practical examinations in science can be held in 1947 in Singapore and arrangements have been made with Singapore for Malayan Union candidates to take these examinations at that centre.

*City and Guilds of London Institute Examinations.*—The first public examinations to be held after the return of the Civil Government in April, 1946, were the City and Guilds of London Institute Examinations held at Penang, Ipoh, Kuala Lumpur, Seremban, Malacca and Johore Bahru in April and May.



The results were received in November and are summarized for each centre in the table given below. It will be noted that 193 subjects were offered for examination and 62 passes were obtained.

					Telephony.	Radio Communication.	Tech. Elect.	Elect. Installation.	Elect. Engineering Practice.	Structural Engineering.	Transmission and Lines.	Telegraphy.	Machine Design.	Mine Surveying.	Total Regional Passes and Failures.
PENANG—															
Pass	..	..	..	..	..	..	..	7	..	..	..	..	..	..	7
Fail	..	..	..	..	3	3	6	..	11	2	..	..	..	..	25
IPOH—															
Pass	..	..	..	..	2	..	..	..	1	..	..	..	..	..	3
Fail	..	..	..	..	3	1	1	..	1	..	3	..	..	..	9
KUALA LUMPUR—															
Pass	..	..	..	..	8	14	12	..	5	3	..	1	1	1	45
Fail	..	..	..	..	11	21	35	..	13	1	..	3	..	..	84
SEREMBAN—															
Pass	..	..	..	..	3	1	1	..	..	..	..	..	..	..	5
Fail	..	..	..	..	..	..	..	..	1	..	..	2	..	..	3
MALACCA—															
Pass	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1
Fail	..	..	..	..	1	..	2	..	..	..	..	..	..	..	3
JOHORE BAHRU—															
Pass	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1
Fail	..	..	..	..	2	..	3	..	..	1	1	..	..	..	2
TOTAL—															
Pass	..	..	..	..	15	15	13	7	6	3	..	1	1	1	62
Fail	..	..	..	..	20	25	47	..	18	3	4	3	..	..	53

MALACCA—					1				2				3
Pass .. .. .	1	..	..	..	..	..	..	..	..	..	..	..	1
Fail .. .. .	1	..	2	..	..	..	..	..	..	..	..	..	3
JOHORE BAHRU—													
Pass .. .. .	1	..	..	..	..	..	..	..	..	..	..	..	1
Fail .. .. .	2	..	3	..	..	..	1	1	..	..	..	..	7
TOTAL—													
Pass .. .. .	15	15	13	7	6	3	..	1	1	1	..	..	62
Fail .. .. .	20	25	47	..	26	3	4	6	..	..	..	..	131
No. of Candidates (each subject) ..	35	40	60	7	32	6	4	7	1	1	..	..	193

The results of the 1941 examinations were received in February, 1946, and the following is a summary of the results for each centre where an examination was held.

Centre.	No. of Candi- dates.	No. of Passes.	No. of Failures.
Technical School, Kuala Lumpur ...	188	100	88
Posts and Telegraphs, Kuala Lipis ...	22	7	15
„ „ Ipoh ...	30	3	27
„ „ Penang ...	93	42	51
Government Trade School, Penang ...	5	5	—
Total ...	338	157	181



Two Bronze Medals were awarded to candidates from the Technical College, Kuala Lumpur. The certificates of successful 1941 candidates were received and distributed before the end of the year.

*Commercial Examinations.*—The London Chamber of Commerce Autumn Examinations were held at Alor Star, Penang, Ipoh, Kuala Lumpur, Seremban, Malacca and Johore Bahru in November, 1946. By the express instructions of the London Chamber of Commerce, the time-table for the centres in Malaya followed the time-table for centres in India. This meant that the examinations had to be held both in the mornings and in the afternoons. The results of the Autumn 1946 Examinations are given in Table IV B.

The results of the Spring and Autumn, 1941, Examinations were received during the year as well as the certificates of the successful candidates in these examinations.

The fees of 1941 candidates from the Penang Centre, whose scripts did not reach the United Kingdom, have been refunded by the London Chamber of Commerce.

One candidate took the examination of the Institute of Book Keepers at Malacca in December. The result is not yet known.

*Law Examinations.*—The Michaelmas Bar Examination was held at Kuala Lumpur in September. There were five candidates for Part I of the Examination, of whom two passed in Roman Law (Third Class), two in Constitutional Law and Legal History (Third Class), and three in the Elements of Contract and Tort (Third Class). There was one candidate for Part II of the Examination, who was awarded a Third Class pass.

As an extension of a war-time concession, two further examinations will be held at Kuala Lumpur in 1947, one in May and one in September. The only other centre for this examination in Asia will be Delhi and all examinations are conducted on behalf of the Council of Legal Education, 7, Stone Buildings, Lincoln's Inn, London W.C. 2.

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*Accountancy and Secretariat Examinations.*—The Intermediate and Final Examinations of the Association of Certified and Corporate Accountants were held at Kuala Lumpur in December. Four candidates took the Intermediate Examination, one candidate the Final (Section I) and three candidates the Final (Section II), Examinations. One candidate passed the Intermediate and one the Final (Section II) Examination. The Association is one of three Accountancy bodies recognized by Statute in the United Kingdom and has its own local representative resident in Kuala Lumpur who approves all applications to take the examinations. Holders of the Cambridge School Certificate are exempted from the Preliminary Examination of the Association.

The Intermediate and Final Examinations of the Federal Institute of Accountants (Australia) were held at Penang and Kuala Lumpur in October.

One candidate took the Final Examination at Penang and two candidates took the Intermediate and Final Examinations at Kuala Lumpur.



One candidate passed the Intermediate and one the Final Examination. More numerous entries for both the April and October Examinations are expected in 1947.

There was one candidate for the Final Examination of the Corporation of Certified Secretaries held at Kuala Lumpur in December, 1946. The result of this examination is not yet known.

*Departmental Examinations.*—The Departmental Examinations for Normal Class students and Teachers' Training Course students are mentioned in Chapter VIII.

An examination for Court Indian Interpreters was conducted by the Examinations Secretary in August, 1946.

The State and General Clerical Service Examinations under paragraphs 14 and 19 of the Reprint of Salary Schemes for Locally Recruited Officers were held in September at Taiping, Ipoh, Kuala Lumpur, Seremban, Kuala Lipis and Kuantan. The following candidates took the examination under paragraph 14—Taiping 6, Ipoh 10, Kuala Lumpur 38, Seremban 11, Kuala Lipis 13, Kuantan 3, a total of 81. Additional candidates took the Oral Examinations only. The following candidates took the examination under paragraph 19—Taiping 4, Ipoh 8, Kuala Lumpur 25, Seremban 11, Kuala Lipis 8, a total of 56.

Assistance was given in November to the Malayan Railway Department in the conduct of their Railway Clerical Examinations, which were held under paragraphs 13 and 20 of the scheme for Locally Recruited Officers of the Malayan Railway Department. Eighty-six candidates took the examination under paragraph 13 at Kuala Lumpur, and 83 candidates the examination under paragraph 20 at Kuala Lumpur and Ipoh.

The first year and second year Technical Examinations of the Public Works, Telecommunications, and Malayan Railway Departments were held in the third and fourth weeks of November at Kuala Lumpur. Forty-two candidates from the Public Works Department took the first year examination and 32 the second year examination; 15 Telecommunications candidates

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#### **B.—OVERSEAS HIGHER EDUCATION AND SCHOLARSHIPS.**

As far as can be ascertained, at least 171 private students and scholarship holders from the Malayan Union were pursuing higher studies overseas during the year. It is not possible to give a complete picture of the various courses pursued by private students but the courses taken by scholarship holders are given below in more detail under each category of scholarship.

Very great difficulty was experienced during the year in placing both scholarship and private students in Universities and Colleges in all parts of the world, but particularly in the United Kingdom where 90 per cent. of all vacancies were reserved for ex-servicemen and women, leaving 10 per cent. for all candidates from overseas.



Only candidates with first class qualifications could therefore be accepted for the few vacancies which were available. The congestion in the Medical Colleges was such that it was virtually impossible to obtain entry unless the candidate had passed Parts I, II and III of the First M.B. Examination or its equivalent. The position was almost as difficult in the Engineering and Science faculties.

Another fact which affected candidates for overseas education from Malaya was the shortage of shipping to the United Kingdom and elsewhere which was particularly difficult in the early part of the year, though priority for passages for students was obtained where arrangements for study had been completed.

The difficult task of finding accommodation for students in the United Kingdom was in the hands of the Welfare Department of the Colonial Office assisted by the Victoria League Students' Bureau whose address is 81, Cromwell Road, London S.W. 7. Steps are being taken to restart the "Students in Britain" Committees in the Malayan Union which in pre-war times worked in conjunction with the Victoria League.

The following table gives the various countries in which private students and scholarship holders from the Malayan Union were taking courses at Universities and Colleges during the year.

REGIONS.	United Kingdom.	Continent of Europe.	India and Ceylon.	China.	Hongkong.	Australia.	United States of America.	Canada.	Total.
Malaya	12	4	7	10	1	0	2	1	37
Malaya	11	3	5	5	7	1	2	1	36

REGIONS.	United Kingdom.	Continent of Europe.	India and Ceylon.	China.	Hongkong.	Australia.	United States of America.	Canada.	Total.
Kedah .. ..	2	..	..	..	..	..	..	..	2
Penang .. ..	12	4	7	16	..	6	3	..	48
Perak .. ..	13	..	5	5	7	1	2	..	33
Pahang .. ..	2	..	..	..	1	1	..	..	4
Selangor .. ..	17	..	25	4	12	1	6	..	65
Negri Sembilan .. ..	1	..	1	..	1	..	..	..	3
Malacca .. ..	6	..	..	1	1	..	2	1	11
Johore .. ..	2	..	2	1	..	..	..	..	5
Total ..	55	4	40	27	22	9	13	1	171

QUEEN'S SCHOLARSHIPS AND FELLOWSHIPS.—In December, 1941, at the outbreak of the Japanese War, there were nine Straits Settlements and eight Federated Malay States Queen's Scholars and Fellows studying at places of Higher Education in the United Kingdom. One Federated Malay States Scholar did not reach the United Kingdom from India until 1943.



Of the Straits Settlements Scholars, three qualified as doctors, three obtained Law Degrees or were called to the Bar or did both, one obtained an Engineering Degree and one, a girl, obtained a degree in History. One failed to qualify in Medicine in his Final Examination.

Of the Federated Malay States Scholars, four qualified as doctors, two obtained Law Degrees or were called to the Bar or did both, and two obtained Engineering Degrees and qualified as Associate Members of the Institution of Civil Engineers. One of these has since died; another scholar died before qualifying. One Federated Malay States Scholar who did not reach the United Kingdom until 1943 has been given a two years' extension of his scholarship to enable him to complete a two years' post-graduate course in Tropical Medicine, Obstetrics and Gynaecology.

Five Federated Malay States Scholarships and post-graduate Fellowship holders for the years 1940 and 1941 were unable to proceed to the United Kingdom to pursue their courses of higher study before the Japanese War. Arrangements have since been made for four of these five to leave for the United Kingdom early in the New Year; the fifth has postponed his departure until 1948 on medical grounds. Three of the scholars proceeding to England in 1947 are doctors whose delay in departure is also due to the serious shortage of doctors in the months immediately following the liberation.

No Queen's Scholarships or Post-graduate Fellowships were awarded in 1946 but these awards to graduates of Raffles College and the College of Medicine will be resumed in 1947. No scholarships will be awarded to candidates who, in the opinion of the selection board, are not qualified to study for an Honour Degree at Oxford or Cambridge. The value of each of the two Scholarships and the Fellowship to be awarded annually may be £500 for the first year and £400 for each succeeding year. The Queen's Scholarships are ordinarily awarded for a period of three years and the post-graduate Fellowships for two years, one of the scholarships in each year being a reserved scholarship for Malays and the Fellowship a reserved Fellowship in every alternate year.



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**JOHORE SULTAN IBRAHIM STUDENTSHIPS.**—The Johore Sultan Ibrahim Studentships instituted in 1936 are paid for from Johore Funds and are restricted to subjects of His Highness the Sultan of Johore.

Three studentship holders were in the United Kingdom in 1941 at the time of the outbreak of the Japanese War.

Of these, one was called to the Bar, one qualified as a Certified Accountant and is still in the United Kingdom continuing his studies, and one obtained his LL.B. Degree at Cambridge and was called to the Bar, and is now a Magistrate in Johore.

Two other studentship holders were unable to leave for the United Kingdom in 1941. Of these, one left for England during the year to study law, the other has not yet proceeded overseas. No studentship awards were made in 1946.

The special Liaison Officer responsible for Johore students in the United Kingdom from 1940 continued those duties until the appointment at the end of 1946 by the Malayan Union and Singapore Governments of a joint Liaison Officer, attached to the Colonial Office, to look after all students from Malaya.



**KEDAH GOVERNMENT SCHOLARSHIPS.**—Five Kedah Government scholars, whose scholarships were paid from Kedah Government Funds, were in the United Kingdom in 1941. Of these, two obtained Engineering degrees and have since been appointed Assistant Engineers in the Public Works Department in Kedah and Penang, one took a Law degree and was called to the Bar, one died before qualifying, and another qualified as a Veterinary Surgeon and has been given an extension of his scholarship to take a six months' course in Dairy Farming.

Two candidates awarded Kedah Government Scholarships in 1941 have not yet proceeded overseas.

The special Liaison Officer responsible for Kedah students in the United Kingdom from 1940 continued those duties until the appointment at the end of 1946 of the Joint Liaison Officer already mentioned.

**NUFFIELD FOUNDATION SCHOLARSHIPS.**—The Nuffield Foundation Scholarships were first awarded in 1945 as a result of a grant of £10,000 per annum for three years by the Trustees of the Nuffield Foundation.

Their purpose is to provide scholarships, not ordinarily exceeding three years in duration, to enable promising officers of Dominion or Colonial origin, in the subordinate ranks of the Colonial Service, to qualify for promotion to the higher grades of the service, particularly in those branches requiring qualifications in medicine and in sciences associated with biological studies.

The award of these scholarships is made on the specific understanding that the candidate would be appointed to a higher post in the Colonial Service on his return from the United Kingdom, when a suitable vacancy occurred, provided that he had obtained the necessary qualifications and his conduct had been satisfactory.

It was not possible for Government to accept entries for these scholarships for 1945 and for 1946 as applications had to be made to the Colonial Office not later than the November of

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It was not possible for Government to accept entries for these scholarships for 1945 and for 1946 as applications had to be submitted to the Colonial Office not later than the November of the preceding years, but applications for the 1947-48 awards were duly forwarded during the year. All applicants whose entries were forwarded to the Trustees of the Foundation for consideration signed a bond that if awarded a scholarship they would serve the Malayan Union Government on the completion of their particular course.

**COLONIAL SOCIAL WELFARE SCHOLARSHIPS.**—These scholarships were allotted by the Colonial Office to the Malayan Union Government for the Special Two-Year Colonial Social Science Course for Welfare Officers. These courses have been conducted at the London School of Economics since 1943 and are intended for students who wish to do social work in the colonies. Three candidates, two of them women, who were awarded these scholarships by the Malayan Union Central Welfare Council, reached the United Kingdom in time for the beginning of the Course in September. The candidates will be attached to the Department of Social Welfare on their return from the United Kingdom after the completion of their courses.

**COLONIAL DEVELOPMENT AND WELFARE SCHOLARSHIPS.**—One scholarship was awarded to a Malayan Union candidate in 1945 under the Colonial Development and Welfare Act, 1945, by which



University. He is taking an Arts Course

Three scholarships were awarded in 1946, but only one scholarship holder could be found a place in the United Kingdom and he is now studying Forestry at Oxford. Applications from suitably qualified candidates in the Malayan Union for 1947 Scholarships were called for at the end of the year.

These scholarships are intended either for those within the subordinate grades of the public service or those who have not yet been appointed to the service but are likely to qualify for the higher grades.

Preference is given to candidates who have completed such local training as is available, who have then proved themselves by service in the field, and who wish to take courses in the United Kingdom, such as engineering or agriculture, which are of direct importance to the economic progress of their country.

**MALAYAN UNION GOVERNMENT (OVERSEAS) SCHOLARSHIPS.**—Three Malayan Union Government Scholarships for Higher Education in the United Kingdom were awarded during the year. One scholarship holder is now studying for the Bar at Gray's Inn, another (a Malay woman) is taking the Special Social Science Course at the London School of Economics, and one is still in Malaya.

#### C.—THE BRITISH COUNCIL.

Sir Angus Gillan, Head of the Empire Division of the Council, visited Malaya in November to examine the possibility of establishing a branch organization of the Council in South East Asia.

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Sir Angus met the Director of Education and Senior Officers of the Department at Kuala Lumpur and specialist officers of the Department at the Technical College, and also a representative group of locally recruited teachers at the Victoria Institution, and discussed with them the various ways in which a knowledge of English literature, music, art and way of life could be spread in the Malayan Union. Sir Angus also visited the Sultan Idris Training College, Tanjong Malim, the Malay Women's Training College, Malacca, the Malay College, Kuala Kangsar and other schools.

Arrangements were subsequently made for the Council to provide free a representative selection of periodicals, including its own publication "Britain To-day", the Council booklets on British Life and Thought, the National Book League Book Lists, "British Book News" and a new Council publication "English Language Teaching".

The Council is also sponsoring the sending of three visitors from the Malayan Union to the United Kingdom and the award of two scholarships between the Malayan Union and Singapore to enable selected Candidates to study English life and culture in the United Kingdom for a period of ten months. Selections for these scholarships will be made early in the New Year.



## CHAPTER VIII.

### TRAINING OF TEACHERS.

#### (a) TEACHERS IN MALAY VERNACULAR SCHOOLS.

The Sultan Idris Training College received its name from Paduka Sri Sultan Idris Merahid al-Azham Shah ibni al-Marhum Bendahara Iskandar, G.C.M.G., G.C.V.O., who reigned in the State of Perak from 1887-1916. Previous to the foundation of the present Training College in 1922 there were two small Training Colleges for Malay teachers, one at Malacca and one at Matang in Perak.

On 1st March, 1900, the Malacca Training College for Malay vernacular school teachers was opened. It owed a great deal of its success to the energy and ability of Mr. R. J. Wilkinson, a Malay scholar of high attainment, who by collecting and publishing Malay classics created in Malays an interest in their own language and literature.

In 1913, another Training College was opened at Matang in Perak for training teachers solely for that State.

In 1916, Dr. R. O. Winstedt, who was chosen for his knowledge on the Malay language and customs, was sent to study vernacular and industrial education in Java and the Philippines. As a result of his report it was decided to build a central Training College at Tanjong Malim, Perak, the original intention being to have a two-year course as at Malacca and Matang. The course, however, was later extended to three years. In 1922, the old colleges at Malacca and Matang were closed.

A Translation Bureau was attached to the College but from 1st January, 1947, this will be transferred to Kuala Lumpur under the direct control of the Assistant Director of Education (Malay). Its function is to translate into the vernacular and see through the press the necessary text-books for school work and a variety of books of general interest.

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The last Annual Report on the College, that for 1941, gave (in abbreviated form on account of war conditions) an account of the work of the College during 1940. Between January and April, 1941, work followed fairly normal lines but in the latter month the College buildings were requisitioned by the Army and the College moved to Kuala Kangsar for what, to quote the College diary, "promises to be a year or two of camping out".

The 1941-42 Session of the College commenced on 6th November, 1941, almost exactly one month before the Japanese attack on Malaya. There were then 411 students in residence—146 commencing their 3rd and final year, 130 commencing their 2nd year and 135 newly admitted 1st year students. On the approach of the Japanese towards Kuala Kangsar the College was dispersed at four hours' notice on the 17th December and some of the staff were evacuated to Malacca where they were finally ordered to return to their homes on 11th January, 1942. Such records as they had brought with them were left in the Malay Women's Training College, Malacca.



The re-opening of the College under the Japanese was mooted several times but nothing came of the suggestions; in fact, the training of Malay teachers ceased for the period of the Japanese occupation.

After the arrival of the British Military Administration in September, 1945, it was decided to re-open the College as soon as possible and it was fortunate that Major J. Pearce, who had for many years been Master of Method at the College, was stationed at Tanjong Malim as Civil Affairs Officer. On this officer, assisted by several old and devoted members of the staff, fell the work of collecting sufficient furniture and equipment to enable the College to re-open; and tribute must be paid here to the thoroughness with which they discharged their task. The extent of their success is indicated by the fact that there was adequate equipment available for 131 resident students when the College re-opened at the end of March, 1946.

It had been decided that when the College re-opened only those students who had just entered their 3rd year in December, 1941, should be brought back to complete their course in four months' intensive study. Of these 146 students, only 135 were available to resume their course and four of these were in Brunei and so were not immediately available. The College accordingly re-opened officially on 2nd April, 1946, with 120 students present. At the Assembly on that morning a minute's silence was observed in memory of three former members of the staff Fl.-Lieut. R. F. C. Markham, Pte. G. Burgess and Captain Yazid bin Ahmad who had lost their lives in the service of their country. During the course of the next few days more students arrived to bring the total enrolment to 131.

Details of *Senior Officers on the Staff* of the College during the period will be found in Table VI. At the end of the year there were also on the staff a Malay Assistant Principal, one Malay Head Teacher, 17 Malay assistant masters, two religious instructors; 3 craft instructors, 2 translators, and the usual office and grounds staff.

The distribution of the 131 students in residence was as follows:

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The distribution of the 131 *students* in residence at the beginning of the first term was as follows:

Singapore	...	8	Perak	...	...	29
Johore	...	9	Penang	...	...	15
Malacca	...	17	Perlis	...	...	3
Negri Sembilan	...	9	Kelantan	...	...	7
Selangor	...	15	Trengganu	...	...	6
			Pahang	...	...	13

During the term one of the Kelantan students was found to be suffering from pulmonary tuberculosis and returned to his State. At the end of the term 130 students took the Final Examination and gained certificates as follows:

- 10 First Class,
- 101 Second Class,
- 19 Third Class.



The examination was conducted in accordance with Education Code V with the exception that Section E, Physical Training, was omitted. There was no lowering of the standard of the questions or of the marking but the results were better than average and the number of 1st Class Certificates gained was the highest but one in the history of the College. It would, however, be a mistake to regard these excellent results as proof of a higher standard among the students. They were probably due to two factors : (a) the higher average age of the competitors (24 years of age as against the normal 20) which resulted in better examination tactics in answering questions and (b) a feverish wish to make up for lost time which resulted in intensive cramming before the examination.

The completion of the training of these 130 students left the way clear for the resumption of the training of the remaining 265 students whose work had been interrupted in December, 1941, and for commencing the training of new students. In order to ensure a smooth flow of graduates as soon as possible without unduly overcrowding the College it was decided in certain cases to reduce the period of training by one term (i.e., that certain batches of students should be trained for two years and one term instead of for the normal three years) and in certain years to admit new students at the beginning of what would normally be the second term instead of at the beginning of the first term.

An *Entrance Examination* was held in June, 1946. In accordance with Education Code V, Part I of this examination (Reading, Dictation and Mental Arithmetic) was conducted locally in the different examination centres and the papers for Part II (Composition, Arithmetic, Geography and History) were set and marked by the College staff.

The new College session 1946-1947, the first full session since 1941, opened on 25th September, 1946, with 408 students.

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The new College *session* 1946-1947, the first full session since 1941, opened on 25th September, 1946, with 408 students in residence.

The Sultan Idris Training College provides the highest course in Malay education that can be obtained in the Peninsula. The three-year course includes formal professional training in the practice and theory of teaching, and also further education in the Malay language and literature, Malay history, geography, elementary mathematics, hygiene, physical training, gardening, art, basketry and religious knowledge.

During the year the usual *syllabus* was followed with the exception that manual training was confined to carpentry, book-binding and basketry. Materials for batek-printing, silver-work, net-making, etc., were not available. The policy, initiated towards the end of 1939, for making Practical Teaching the core of the training was followed and expanded and this expansion was aided, as recorded below, by additional Practising Schools that were taken over during the year.



The total graduations from Malay training colleges up to date now number 3,175 as follows:

Malacca College	...	...	...	...	705
Matang College	...	...	...	...	200
Sultan Idris Training College to December, 1939	...	...	...	...	1,848
Sultan Idris Training College, 1940	...	...	...	...	141
" " " 1941	...	...	...	...	151
" " " 1946	...	...	...	...	180
Total					3,175

Throughout the year the *Manual Training Classes* were engaged in making articles such as brooms, brushes, baskets, sieves, desks, chairs, easels which were immediately passed into use in the College. They also repaired a large number of desks and chairs.

Some articles made in Manual Training Classes were exhibited (by invitation) at the Lower Perak Agri-Horticultural Show in Telok Anson early in December and many congratulations were received on the quality of the exhibit.

When the College buildings were received back in March, the fabric of most of the important buildings was sound but all buildings were in a state of very great disrepair. By the end of the year the principal buildings had been to a great extent rehabilitated. As recorded above sufficient equipment for 131 students was salvaged and recovered before the College re-opened and by the beginning of the second term in September adequate provision had been made for 420 students.

The playing fields were re-levelled and furnished three football pitches and some fifteen volley ball courts. The playing field of the Practising School was cleared, levelled, drained, fenced out and equipped to serve as a model for Malay schools.

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The *playing fields* were re-levelled and furnished three football pitches and some fifteen volley ball courts. The playing field of the Practising School was cleared, levelled, drained, marked out and equipped to serve as a model for Malay Schools with a similar normal-sized playing area.

*Gardening* always had an important place in the College curriculum and immediately on the return of the first students steps were taken to open up some two acres of land as a vegetable garden. This was in April, and on the 5th June, the first crop (12 lbs. of long beans) was harvested and made a most acceptable addition to the ordinary rations. By the end of the year the area of the vegetable garden had been extended to five acres.

At the Malayan Agri-Horticultural Association Show in Kuala Lumpur at the beginning of August, the College was awarded First Prize for the best exhibit of peanuts in the open class. It also gained First Prize for the best collection of vegetables grown in a school garden.

Throughout the year there was close liaison between the Department of Agriculture and the College and much valuable help and advice was given by officers of that Department.



The original and, for a long time, the only *Practising School* attached to the College was the Tanjong Malim Malay School which is situated in the grounds of the College. At the beginning of the 1939-1940 session the Kalumpang Malay School was taken over to provide additional practising facilities. During 1946, another four Malay Schools were taken over—Slim and Behrang in Perak, and Kerling and Kuala Kubu Bharu Malay Schools in Selangor—so that six schools were attached to the College.

During the first term each student did a minimum of three weeks' Practical Teaching; during the second term each of the 2nd year and old first year students did a minimum of four weeks. There has been a very noticeable change of attitude among the students towards Practical Teaching. At the beginning of the year it was regarded almost as a punishment, towards the end of the year the turn for Practical Teaching was regarded, if not with pleasure, at least without undue apprehension.

Milk was supplied regularly to the pupils of the Practising Schools with obvious benefit to their general physical and mental well-being. Textiles were supplied in small quantities.

During the first term the *health* of the students was surprisingly good. There were only twelve cases of malaria and the greatest number of students in hospital at any one time was five, that figure being reached on one day only. In view of the privations of the previous three years and the lack of resistance to disease that might reasonably have been expected in those who had endured them this record of health was a most pleasant surprise. The record was not maintained during the second term when a small epidemic of mumps was followed by a more widespread epidemic of measles.

Advantage was taken of the rehabilitation of the sick bay to have one of the store rooms in it enlarged and adapted to serve as a Dental Clinic. The Dental Surgeon, Kuala Lumpur, visited the College once a week.

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Arrangements were made during the year with the Medical Officer, Tanjong Malim, for students suffering from such minor complaints as headaches, constipation, tiredness, etc., to attend at the Tanjong Malim Hospital for treatment during their leisure hour instead of during class time. This reduced the incidence of these afflictions by some 70 per cent.

*Scouting* restarted with the re-opening of the College in April. Three troops were formed comprising 69 students, most of whom had been scouts in 1941. The troops started without any equipment and met regularly once a week. At the beginning of the second term a fresh start was made with an enrolment of 104 scouts divided into three troops. Weekly meetings were held. No uniforms were available, but axes, parangs, cooking utensils, old military haversacks, water bottles, billy-cans and capes were provided and proved useful. At the close of the year the College had three troops with an enrolment of 104 scouts and 9 scouters. The Practising School, which is included in the College scout organization, had 18 scouts and 1 scouter.



During the early part of the year, owing to the state of the playing fields, outdoor *games* were confined to volley ball and badminton but from the beginning of the second term association football was played regularly. Badminton was the only game played against outside teams and the College won five of the six such matches played.

*Debates and lectures* were held at intervals throughout the year. One very successful concert was held at the end of the first term. Chess, draughts, dominoes and similar games continued to be popular.

An Information Centre was opened in the College in October. Materials for this centre were supplied by the Department of Public Relations. The Centre proved popular with and helpful to the students of the College and pupils of the Practising Schools.

During the year *dramatics and singing* formed a regular part of the curriculum both in the College and in the Practising Schools, and had a remarkable effect on the general brightness and bearing of both students and pupils.

Special attention was paid to the *diet* of students during the year and the general opinion was that, apart from a slight shortage in the bulk of rice available, the students were as well fed as they ever had been. In particular, a supply of extra milk had a very beneficial effect.

In pre-war days students were paid pocket money by the College. The returned students who would have qualified as teachers during the period 1942-1944, were, however, permitted to draw salaries under a Government scheme for apprentices whose training had been interrupted. All had responsibilities in their homes, and some had married. Those newly admitted in 1946 at a more advanced age than previously were also in need of financial assistance, and arrangements for assisting them were made at the close of the year.

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In pre-war days students were paid pocket money by the College. The returned students who would have qualified as teachers during the period 1942-1944, were, however, permitted to draw salaries under a Government scheme for apprentices whose training had been interrupted. All had responsibilities in their homes, and some had married. Those newly admitted in 1946 at a more advanced age than previously were also in need of financial assistance, and arrangements for assisting them were approved at the close of the year.

References have been made to the difficulties of restoring the College to its pre-war state, but it should not be assumed that these difficulties were an unmixed curse. In many cases they provided eagerly welcomed opportunities for re-discovering powers of improvisation, ingenuity and adaptation, a natural heritage of the Malays though perhaps tending to fall into desuetude in the pre-war years.

*Local Training Classes.*—In Penang and Malacca, regular post-normal classes were held for teachers on Saturdays, the subjects being theory and practice of teaching in the usual school subjects, including hygiene, gardening and handicrafts. In Pahang, similar classes were taken when teachers came to the main centres on the monthly pay-day. In Kedah, a refresher course for teachers was spread in weekly sessions, over a period of two months. Perak, Selangor and Negri Sembilan all held



residential refresher courses of a week's duration which were enthusiastically attended and provided welcome social contacts between teachers from widely separated districts.

Mention must be made of classes in English. Although in only three centres (Penang, Pahang and Kedah) were these classes held with official guidance, there were many instances of other classes as well, arranged by the teachers themselves. Some of the younger teachers of both sexes made considerable progress, and there is no doubt that there will be an increase in these classes in the future.

*Other Activities.*—The Teachers' Associations in all States and Settlements were revived, and held numerous meetings to discuss post-war problems in the schools. The various associations were members of the "Union of Malay Teachers' Associations of Malaya". A noticeable feature of the associations was the interest taken in them by the younger women teachers which enabled the fortunate few who came from the Malay Women's Training College to diffuse the benefits they had gained. It was evident, too, that in tackling the problems of the day the younger men more than held their own in the discussions at meetings of the teachers' associations. In several States, assistance was given to the widows of teachers who lost their lives during the Japanese regime; in one State, funds were provided to buy books for poor Malay pupils at English schools. Three local associations (Perak, Penang and Malacca) published magazines on a modest scale. The teacher of 1946 appeared to realize his responsibilities as a steadying influence in a turbulent world and strove to be worthy of his calling.

#### (b) TEACHERS IN CHINESE VERNACULAR SCHOOLS.

The main source of supply of teachers for Chinese Schools before the war was China, since the locally trained teachers could not compete with the Normal and University-trained teachers. There were, however, several local training centres in 1946 to complete the training of teachers.

The main source of supply of teachers for Chinese Schools before the war was China, since the locally trained teachers could not compete with the Normal and University-trained Chinese teachers. There were, however, several local training classes and these were resumed in 1946, to complete the training of mixed classes of "Simplified Normal" students. There was one class at Penang and two in Perak.

Plans were made during the last part of the year for the institution of Government training classes for teachers in Chinese schools and at the end of the year all was ready to start classes at Penang, Ipoh, Kuala Lumpur and in Johore.

A course of training for teachers of English in Chinese schools was started at Taiping in November. Twenty-five teachers were enrolled. Similar classes were continued at Penang to enable teachers to complete the course they started before the war. In the final examination, 15 out of 18 students passed. No classes were held elsewhere.

In all regions except Pahang, Kelantan and Trengganu, teachers' associations have been formed. There were seven in Perak and eight in Johore.



### (c) TEACHERS IN INDIAN VERNACULAR SCHOOLS.

Before 1942, there were seven training centres; they were at Bukit Mertajam, Taiping, Telok Anson, Kuala Lumpur, Klang and Seremban. The students, who were mostly teachers, met on Saturdays for classes lasting six or seven hours in which the subjects taught were the Theory and Practice of Teaching, language, mathematics, geography, hygiene, general knowledge, physical training, gardening and handwork. The course lasted for two years and each year was divided into three terms. There were in 1941 about 300 students. The Instructors were mostly Indian masters from the staffs of English schools or inspecting officers of the Indian Branch of the Department.

By the end of September, 1946, classes had formed at all the old centres with the exception of Taiping. Second year classes of former students re-formed at Kuala Lumpur, Klang, Ipoh and Telok Anson, and in the other centres new classes were started.

There were 150 students of whom 20 were women. Much difficulty was experienced through the lack of textbooks, but this was being gradually overcome.

It is hoped to open new centres in 1947 and also to take some steps to enable teachers in the very remote districts to receive training by correspondence. At present, however, there are few pupils in the higher standards of the schools and thus a reservoir from which future teachers may be drawn is lacking. This problem has to be tackled in the coming year.

### (d) TEACHERS IN ENGLISH SCHOOLS.

In normal times locally-appointed teachers in English schools are recruited from two sources:

(a) Raffles College Graduates (men and women) for middle and secondary departments (from Standard II upwards),

(b) Teachers (women only) who have completed

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(d) TEACHERS IN ENGLISH SCHOOLS.

In normal times locally-appointed teachers in English schools are recruited from two sources:

- (a) Raffles College Graduates (men and women) for middle and secondary departments (from Standard II upwards),
- (b) Teachers (women only) who have completed the 3rd Year Normal Class (for Primary and Standard I).

In view of the large number of extra enrolments necessary in October, 1945, and January, 1946, and vacancies unfortunately caused directly and indirectly by the war and the occupation in the ranks of teachers, it was necessary to recruit a large number of temporary teachers from all available sources. Students from all years of Raffles College and the King Edward VII College of Medicine were accepted until these colleges could re-open. Large numbers of teachers in private schools presented themselves, and, in addition, numbers of young men and women who passed the School Certificate Examination in 1940 and 1941 were accepted. Special salary scales were approved for those who had had any form of higher education or previous experience. The position was aggravated when Raffles College and King Edward VII College of Medicine re-opened and the majority of their old students returned to resume their courses.



When it was possible to restart Normal Class Training, old 1st and 2nd year Normal Class students were examined and those passing were placed in the 3rd year Normal Class 1946/47. Students who were in their 3rd year in 1941-42 were examined and those successful will be eligible for their certificates after two years' successful experience as teachers. The following were the results of these examinations:

*Normal Class Examination Results, 1946.*

Region.			Entered.		Passed.		Failed.	
Pahang—								
1st	...	...	—	...	—	...	—	...
2nd	...	...	—	...	—	...	—	...
3rd	...	...	21	...	21	...	—	...
Perak—								
1st	...	...	23	...	21	...	2	...
2nd	...	...	20	...	19	...	1	...
3rd	...	...	6	...	6	...	—	...
Selangor—								
1st	...	...	20	...	20	...	—	...
2nd	...	...	—	...	—	...	—	...
3rd	...	...	6	...	6	...	—	...
Negri Sembilan—								
1st	...	...	14	...	12	...	2	...
2nd	...	...	—	...	—	...	—	...
3rd	...	...	—	...	—	...	—	...
Johore—								
1st	...	...	1	...	1	...	—	...
2nd	...	...	4	...	4	...	—	...
3rd	...	...	18	...	18	...	—	...
Malacca—								
1st	...	...	2	...	—	...	2	...
2nd	...	...	9	...	9	...	—	...
3rd	...	...	—	...	—	...	—	...
Kelantan—								

1st	...	...	14	...	12	...	...
2nd	...	...	—	...	—	...	...
3rd	...	...	—	...	—	...	...
Johore—							
1st	...	...	1	...	1	...	...
2nd	...	...	4	...	4	...	...
3rd	...	...	18	...	18	...	...
Malacca—							
1st	...	...	2	...	—	...	2
2nd	...	...	9	...	9	...	—
3rd	...	...	—	...	—	...	—
Kelantan—							
1st	...	...	—	...	—	...	—
2nd	...	...	—	...	—	...	—
3rd	...	...	3	...	3	...	—

Raffles College students who were in their 3rd year in 1941/42, having passed Parts I and II of their Diploma, were granted War Diplomas and if they wished to become teachers were placed in the 3rd year Normal Class. As a special arrangement to meet the emergency, men were admitted to Normal Classes and there were at the end of 1946 the following large numbers of teachers in training:

1st year	...	...	...	...	...	342
2nd year	...	...	...	...	...	61
3rd year	...	...	...	...	...	41

Details of the Normal Training Course will be found in Chapter IX C (i) as the Normal Classes are now restricted to the training of women teachers. Men were included in 1946 only owing to the great shortage of teachers.



There were held in 1941 and 1942 in various centres first and second years of a two-year special training course for teachers in non-aided schools, the second year of the course was not quite completed at the time of the Japanese occupation. In order that the training received in 1941 and 1942 should not be lost and that the supply of teachers should be augmented, these classes were re-formed and, after a refresher course, examined. Successful candidates were allowed to enter the 3rd year of the Government Normal Class. The following table gives the results of the examination:

*1946 Teachers' Training Course Results.*

Region.	Entered.	Passed.	Failed.
Penang ... ..	26	22	4
Kuala Lumpur ...	17	9	8
Malacca ... ..	3	3	—
Batu Pahat ... ..	4	4	—
	—	—	—
Total ... ..	50	38	12
	—	—	—

Owing to distance and lack of instructors, some students in more rural centres were unable to attend the regular normal classes. A Correspondence Course directed by a headquarters officer with previous experience of this type of work was organized for these students and the following numbers of students were at the end of the year studying under this arrangement.

1st year ... ..	22
2nd year ... ..	1
3rd year ... ..	6

These students were stationed in Trengganu, Pahang, Kedah and Negri Sembilan.

A very successful special course for untrained teachers was held in Kuala Lipis, Pahang, from 25th April to 3rd May. The instructors were Headmasters, the Senior Inspector of Schools and a Headquarters Officer.

*Other Teachers' Activities.*—There were active Teachers Associations, which embraced practically every teacher eligible for admission, in all regions except Kelantan and Trengganu.

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*Other Teachers' Activities.*—There were active Teachers' Associations, which embraced practically every teacher eligible for admission, in all regions except Kelantan and Trengganu. Each association recorded a full programme of professional and social meetings. It is worthy of record that the Hon. Secretary of the Perak Association was appointed a member of the Perak Advisory Council.

The Teachers' Associations are constituent members of the Malayan Teachers' Federation which has carefully watched over the interests of Government and Aided Teachers during the year, and continued to emphasize as in the pre-war years the solidarity of the profession. The Federation prepared a programme of professional activities and made arrangements for the re-publication early in 1947 of the Journal of the Malayan Teachers' Federation ("The Malayan Teacher") formerly known as "Chorus" and before the war published on behalf of the Federation by the Singapore Teachers' Association.

The Penang English Teachers have a flourishing Co-operative Thrift and Loan Society.



## CHAPTER IX.

### FEMALE EDUCATION.

#### A.—PRIMARY.

##### (a) MALAY VERNACULAR SCHOOLS FOR GIRLS.

It is not necessary to preface this section of the report on vernacular schools with an account of the state of affairs during and immediately after the Japanese occupation. All that has been said in Chapter IV concerning the boys' schools applies to the girls' schools as well: the only difference was that enrolments fell and teachers temporarily disappeared with even greater rapidity than in the boys' schools. Many girls' schools were closed throughout the occupation and comparatively few girls continued to attend the boys' schools.

The anxiety of parents to send their girls to school was every year increasingly noticeable before the war. In 1946, it was greater than ever. This was particularly so in Malacca, where doubtless the influence of the Malay Women's Training College was more directly discernible. Owing to the lack of opportunity for girls to obtain a sound education during the war years, Heads of local Departments of Education were faced with the problem of finding room not only for the hordes of small boys who should have been well on their way to the top of the school, but also for their sisters who sought accommodation in the same building when, as was frequently the case, no separate girls' school was available. The inevitable result was overcrowding, a concession to the unusual circumstances of the day.

At the end of the year the *number of girls* attending schools was 40,377. Of this number 25,519 girls were attending boys' schools, although, as explained in Chapter IV, co-education is not the official policy of the Department. The number of girls in boys' schools was 22.3 per cent. of the total enrolment of those schools; and if there were room for them, there is no doubt that still more girls would attend. It is unfortunate that the cessation of building during recent years and the expense of building at the present time necessarily retarded to some extent the spread of Malay girls.

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Appendix VIII shows the number of schools for girls and their distribution. The average enrolment was 14,857, and average attendance 13,172.

As in the Malay boys' schools, education is free. The school hours and terms are the same and the full course normally lasts for five years. At the end of the year the percentages of girls in the different standards of girls in all schools was:

Standard I	...	...	...	59.1	per cent.
„ II	...	...	...	21.4	„
„ III	...	...	...	12.1	„
„ IV	...	...	...	4.9	„
„ V & VI	...	...	...	2.5	„
				<hr/>	
				100	
				<hr/>	



Much of the information given in Chapter IV in the account of the boys' schools applies equally well to the girls' schools and need not be repeated. The curriculum was similar to that in the boys' schools, with needlework in place of basketry. A wide difference in the quality of school work was to be found in the various States and Settlements, in proportion to the amount of supervision and teaching available from Lady Supervisors or teachers with College training. The number of these is increasing, to the evident advantage of the girls' schools. In general, the untrained teacher is more eager to learn from her trained colleague, and less shy and conservative than she was a few years ago.

*Needlework, craft-work and domestic science* naturally play a large part in the work of girls' schools, and of girls in boys' schools. The very considerable difficulty in obtaining either cloth or thread restricted needlework, but the older girls were taught to repair their own clothes and the younger were given instruction in simple stitches on any small piece of cloth they could manage to bring to school. Articles made by pupils were in size rarely more ambitious than a small handkerchief. Other hand-work was taught, particularly mengkuang (screw-pine) weaving of bags, fans, and other useful articles. Weaving has always been a popular activity on the east coast. An illustration shows a loom in use at the Tengku Ampuan Meriam Girls' School at Kuala Trengganu.

*Cookery and laundry work*

Cookery and laundry work were not commonly taught. Considerable efforts to recover pre-war standards in this respect were made in some States and Settlements. In Penang, the kitchens were found to be generally in very poor condition, but the arrival of the Domestic Science Supervisor from leave at the end of the year stimulated interest in cookery and laundry work. In Malacca, in the second half of the year every girls' school tried both cookery and laundry lessons, and this teaching was extended to the girls in six of the boys' schools, to the evident pleasure of parents as well as children. In Negri Sembilan, arrangements had been made for the immediate resumption of domestic science teaching by the end of the year. In Perak, laundry work, cookery and housewifery were taught in seven schools where there were sufficient girls in Standards IV and V. In Johore, there was a special domestic science school which catered for a few girls from two neighbouring Malay schools in addition to its own small enrolment of 22. Illustrations show work in progress at this school. The pupils from the Malay schools attended cookery classes only, as needlework is included in the syllabus of their schools. The regular pupils of the domestic science school were given, in addition, a very varied course in needlework.

*Physical Training* in the comparatively recent past was regarded with suspicion in girls' schools. To-day it is practised with enthusiasm, and teams of Malay girls with their instructors



teacher in command are to be seen at District and State competitions. It is not perhaps a very Amazonian type of physical training which is seen at such displays; but it is pleasantly lacking in self-consciousness and ever increasing in popularity.

Nine hundred and sixty-five girls in all schools took the *Standard V examination*, and 708 passed, a percentage of 73.3. Of the 97 who took *Standard VI*, 49 passed. Table IIB shows pupils of Malay schools by standards and ages. The normal age of six or seven for *Standard I* up to 11 or 12 for *Standard VI* has in many cases been exceeded (though not to so considerable an extent as in the boys' schools) and this is due to the high percentage of absentees during the Japanese occupation who have now returned to school.

The administration and inspection of Malay girls' schools is included in the system outlined in Chapter IV. There is in addition, the great help afforded by the Principal and staff of the Malay Women's Training College, Malacca, in visiting schools, particularly where College-trained teachers are at work. In 1946, an important step was taken for the good of Malay girls' schools (as for all girls' schools) by the appointment of an Assistant Director of Education for girls' schools. This officer had previously held the post of Principal, Malay Women's Training College, and had thus a particularly intimate knowledge of the Malay girls' schools. The number of Malay Lady Supervisors is increasing: there are now two in Penang, one in Perak, one in Negri Sembilan, one in Selangor (though she was in 1946 temporarily employed in other work), and one in Johore. Two more appointments are to be made early in 1947, and there are four potential supervisors in training at Malacca.

The number of women teachers was 745, of these a few taught in boys' schools. The number of trained teachers was 106, of untrained 366 and of pupil teachers 273. Malay teachers are not required to cease teaching on marriage.

Twenty-three women teachers died during the occupation period, and of these deaths only three were due to causes other than those of the occupation.

adequate food.

### (b) CHINESE VERNACULAR SCHOOLS FOR GIRLS.

Schools exclusively for girls are few in number. There are in the Malayan Union 27 girls' schools, but as they nearly all admit boys in the lower standards they are, like most Chinese schools, strictly speaking "mixed" schools. The Convent schools are among the few which admit no boys. An illustration shows Young China at school at the Buddhist Girls' School, Penang.

What has been said about boys' schools in Chapter IV may be taken as representative of girls' education as well.

The total number of girls attending school in 1946 was 48,248 as against 123,853 boys giving a ratio of one to 2.6.



## (C) INDIAN VERNACULAR SCHOOLS FOR GIRLS.

Four of the former five Indian Schools for girls reopened in 1946. They were all managed by Roman Catholic Missions and all had a few boys in the primary classes. These schools were at Taiping, Ipoh, Penang and Kuala Lumpur. The girls' school at Seremban had not reopened by the end of the year.

These schools, which follow the same curriculum as the boys' schools, have always maintained a moderately high standard of work, and during the year they made good progress towards the recovery of lost ground. Their furniture and general equipment soon approached pre-war conditions. Clothing and general cleanliness were good, and health very fair.

The largest of these schools is the Convent Tamil School at Penang where the illustration was taken. This is a fine building constructed in 1937 at a cost of \$40,000. It was fortunate to escape damage from bombing though buildings near by suffered severely. The 1941 enrolment was about 325; in 1946 the average was 193.

No fees were charged at Kuala Lumpur (St. Joseph's Tamil School); at the others, fees were payable, but many girls were admitted free. The total number of girls in these schools at the end of the year was :

Selangor	...	...	...	...	...	125
Penang	...	...	...	...	...	193
Perak	...	...	...	...	...	229

Except for these mentioned above Indian Vernacular Schools are mixed schools, and girls formed 40 per cent. of the total enrolments; they numbered altogether 12,873. They do well in competition with boys and, as they cannot (or do not) become wage-earners at so young an age as the boys, they predominate in the higher standards.

## H. SECONDARY EDUCATION.

end of the year was :

Selangor	...	...	...	...	125
Penang	...	...	...	...	193
Perak	...	...	...	...	229

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### B.—SECONDARY EDUCATION.

Most English girls' schools are self-contained having all classes from the bottom to the top, that is, including primary, middle and secondary departments. There are however nine schools with only primary and middle departments. In general, the schools are organized along the same lines as the boys' schools described in Chapter V above.

In 1946, there were 31 Government or aided girls' schools in the Malay Peninsula. They were as follows :

Government English schools	...	...	...	6
Convent schools of the Dames de St. Maur	...	...	...	15
Methodist Girls' schools	...	...	...	6
Church of England schools	...	...	...	2
Convent schools of the Canossian Institute	...	...	...	1
Schools of the Plymouth Brethren	...	...	...	1
Total				31 schools



There were also 15 Government English schools for boys and 4 boys' aided schools which (in 1946), as before the war, admitted girls in districts where there were no girls' schools. Only one private school exclusively for girls existed; it is mentioned in Chapter V under Private Schools for boys.

The *total enrolment of girls* in Government and aided schools including girls in boys' schools (1,774) was 17,806.

Before the war, without exception, these schools were well built and well equipped. The furniture was modern and comfortable and there were ample supplies of books, apparatus and pictures. Every school had at least one piano, most had gramophones with a good selection of records and some had wireless sets. Most of the senior schools had domestic science rooms and good stocks of material for crafts and needlework. The primaries were usually particularly well stocked with small tables and chairs, low wall blackboards, a variety of media for drawing and writing, picture books, and apparatus and pictures lovingly collected by teachers over a period of many years. Many schools had excellent playing fields attached to the school, and even where the grounds were small there were shady trees and flowers. Towards the end of 1941, a few schools were requisitioned for military purposes and this necessitated morning and afternoon sessions in other schools to accommodate all the students.

As soon as the country was liberated the schools were reopened, most of them in September, 1945, though a few had to wait for accommodation and teachers. Many schools had to share premises, for example, St. George's Girls' School in Penang was housed in three separate buildings for afternoon sessions. Most schools had got back into their own buildings by the end of 1946, although the Sultan Ibrahim Girls' School was still housed in the Johore Bahru Government offices. A corridor in the French Convent, Penang, is the subject of an illustration.

Conditions in private schools as regards equipment were similar to those already described in Chapter V.

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Conditions in girls' schools as regards *equipment and buildings* were similar to those already described in Chapter V for boys' schools. Schools were generally in a filthy condition and were in many cases scrubbed clean by teachers and pupils. The building of the Methodist Girls' School in Malacca had been used as a barracks for Japanese soldiery, as a Japanese propaganda model school and again as a barracks successively for the Malayan Peoples' Anti-Japanese Army and Indian troops. It was a shambles and two days of hard scrubbing on the part of teachers and girls was needed to make the place barely habitable. All the furniture was gone. Some was recovered in a general sorting out of what could be collected from various Japanese schools; some was improvised from Japanese sleeping platforms; some was borrowed. But the school was reopened. The aided schools shared the rehabilitation allowances already mentioned and by the end of the year sufficient utility furniture had been provided to give most classrooms a normal appearance, though good pictures, pianos and apparatus were scarce. A kindergarten class at the Penang Convent is illustrated.

The *classes* in girls' schools had the same titles as those in boys' schools. Reconstruction classes for girls were organized in Selangor. Special Malay classes for girls existed only in



Johore. The following table gives the enrolment by standards and the percentage of the enrolment of each standard to the total enrolment:

Standard.				Enrolment.		Percentage of total enrolment.
Primary I	...	...	...	3,485	...	21.8
"    II	...	...	...	2,968	...	18.5
Reconstruction	...	...	...	784	...	4.9
Standard I	...	...	...	2,090	...	13.0
"    II	...	...	...	1,560	...	9.7
"    III	...	...	...	1,238	...	7.7
"    IV	...	...	...	1,121	...	7.0
Special Malay Classes	...	...	...	246	...	1.4
Standard V	...	...	...	919	...	5.7
"    VI	...	...	...	582	...	3.7
"    VII	...	...	...	474	...	3.0
"    VIII	...	...	...	290	...	1.8
School Certificate	...	...	...	246	...	1.5
Commercial Classes	...	...	...	23	...	.14
Total				16,032	...	99.8

Class organization was difficult. Many over-age children were attending school for the first time and adolescents in the junior schools and grown-ups in the secondary schools presented many problems. By the end of 1946, however, a more normal arrangement had become possible. Examinations were held two or three times during the year and double promotions were made where pupils showed sufficient progress. Most of the over-age pupils incapable of rapid progress left during the year. For instance, the Anglo-Chinese Girls' School in Ipoh which opened in October, 1945, with seven Primary I classes and one Primary II class, had by the end of the June, 1946, only three Primary I classes and two Primary II classes. This was typical of what happened in many of the larger schools. The following

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*Enrolment as at 30th November, 1946.*

Name of State.							Enrolment.
Perak	...	...	...	...	...	...	3,129
Selangor	...	...	...	...	...	...	5,498
Negri Sembilan	...	...	...	...	...	...	850
Pahang	...	...	...	...	...	...	—
Penang	...	...	...	...	...	...	3,706
Malacca	...	...	...	...	...	...	1,545
Johore	...	...	...	...	...	...	1,066
Kedah	...	...	...	...	...	...	114
Kelantan	...	...	...	...	...	...	124
Trengganu	...	...	...	...	...	...	—
Total							16,032



The average ages of pupils in the different classes in Penang and Perak are shown in comparison with those of 1938 :

				November, 1946.				
Standard.				1938.	Perak.		Penang.	
Primary	I	...	...	7.6	...	8.4	...	8.4
„	II	...	...	8.5	...	9.9	...	9.3
Standard	I	...	...	9.6	...	12.0	...	11.1
„	II	...	...	10.4	...	13.3	...	12.3
„	III	...	...	11.8	...	14.8	...	13.9
„	IV	...	...	12.6	...	15.7	...	14.8
„	V	...	...	13.8	...	15.10	...	15.9
„	VI	...	...	15.2	...	17.2	...	16.11
„	VII	...	...	16.1	...	18.0	...	17.5
„	VIII	...	...	17.0	...	18.4	...	18.0
School Certificate				17.9	...	19.6	...	20.1

The average ages in English girls' schools were as follows :

The races in English girls' schools were as follows :

					Percentage of total enrolment.
Malays	...	...	...	1,168	7.6
Chinese	...	...	...	9,339	58.
Indians	...	...	...	4,224	26.3
Eurasians	...	...	...	1,123	7.0
Others	...	...	...	178	1.1
				<hr/>	<hr/>
			Total	16,032	100.0
				<hr/>	<hr/>

The school fees, payable in monthly instalments are \$30 (£3 10s.) a year for the first eight years and thereafter in Standard VII and above \$48 (£5 12s.). (The fees in the former Unfederated Malay States were not the same as those quoted above, but adjustments were made so that fees in excess of the standard fees were reduced. No increase in fees was made; in poorer districts lower fees were continued). In view of the shortage of equipment and textbooks it was not considered just to charge full school fees until the necessary equipment had been obtained, and until 1st May, half fees were charged. Free education was granted under the same conditions as for the boys (*see* Chapter V). Full details appear in the following table :



# PUPILS IN GIRLS' SCHOOLS ENJOYING SCHOLARSHIPS

Region.	Total enrolment.	GOVERNMENT FREE PLACES.						GOVERNMENT SCHOLARSHIPS			
		Malays.	Chinese.	Indians.	Eurasians.	Others.	Total.	Malays.	Chinese.	Indians.	Total.
Selangor ..	5,498	48	118	88	20	1	275	19	..	..	..
Negri Sembilan ..	850	31	36	87	16	3	173	..	..	..	..
Perak ..	3,129	40	219	120	31	3	413	2	..	..	..
Penang ..	3,706	486	35	97	69	2	689	..	..	..	..
Malacca ..	1,545	..	152	49	126	1	328	1	..	..	..
Johore ..	1,066	241	72	53	4	..	370	1	..	..	..
Kelantan ..	124	2	..	2	..	..	4	..	..	..	..
Trengganu ..	..	..	..	..	..	..	..	..	..	..	..
Kedah ..	114	2	3	..	..	..	5	..	..	..	..
Total ..	16,032	850	635	496	266	10	2,257	23	..	..	..





Malay girls if they get a satisfactory pass in Standard III of a vernacular school and are at a reasonable age, are eligible for free education at the English school and if they are specially good they may also in the Federated Malay States receive scholarships of \$10 a month (£14 a year). The conditions governing these awards are the same as for the parallel awards for the boys (Chapter V). Malay girls were given special attention so that they would be able to take their place in the higher classes at an age not markedly beyond that of the girls of other races who go to the English school without any preliminary vernacular education.

The *curriculum* was returning to normal though science and housecraft had to be neglected through lack of equipment. Some sewing was done with the very small amount of material available and some fine work was accomplished by the conversion of old garments and the use of scraps for slippers, bags, patchwork, toys and the like. Some handwork exhibits at St. George's Girls' School, Penang, are illustrated. Art teaching was hampered by lack of materials. In many schools extra time was given to the study of English. Some schools reported that arrangements were made for the teaching of the mother tongue of the pupils but others were unable to make a start owing to the lack of suitable teachers or other difficulties. Singing and drill continued to be taught in every school.

In 1941, *school hours* generally were from 8 a.m. to 1 p.m. though special classes were often held in the afternoon and games were played in the evening. Some of the Convent schools preferred a shorter morning session and another short session in the afternoon. In 1945, many schools had to share buildings, one school having a morning session and another the afternoon session. This was not satisfactory for those who had to work through the heat of the afternoon. Teachers and children were tired, having often done housework or marketing during the morning. With most schools back in their own buildings the complete morning session was universal, the short afternoon session having been abandoned owing to difficulties with transport. Some schools had school gardens partly because the

In 1941, school hours generally were from 8 a.m. to 4 p.m. although special classes were often held in the afternoon and games were played in the evening. Some of the Convent schools preferred a shorter morning session and another short session in the afternoon. In 1945, many schools had to share buildings, one school having a morning session and another the afternoon session. This was not satisfactory for those who had to work through the heat of the afternoon. Teachers and children were tired, having often done housework or marketing during the morning. With most schools back in their own buildings the complete morning session was universal, the short afternoon session having been abandoned owing to difficulties with transport.

Few girls' schools had *school gardens* partly because their spare time was naturally devoted to housecraft and other feminine occupations and partly because pupils and teachers were nauseated with compulsory food production under the Japanese. St. George's Girls' School, Penang, reported unsatisfactory results in the production of vegetables but a growing interest in the cultivation of flowers. An illustration shows work going on in the flower gardens.

Not many girls' schools provided complete *meals* for their pupils but all had *school tuck shops* under strict supervision where the pupils could obtain various cakes and dishes at reasonable prices. One school stated that where before the invasion, in 1941, a pupil had an allowance of about five cents (1½d.) daily for food at school, in 1946, the allowance was about 20 cents (5d). Some milk, chocolate and biscuits were distributed at cost price and poor and undernourished children were given free milk.

*Transport* presented great difficulties everywhere, and in girls' schools was responsible for lack of enthusiasm for afternoon games.



Information about the Cambridge School Certificate Examination is given in Chapter VII.

An illustration shows a portion of the library at the French Convent, Penang. All the larger schools revived their *debating and dramatic societies* and some of the Mission Schools, notably the Methodist Girls' School, Kuala Lumpur, raised large sums of money for rehabilitation, and gave entertainments for the troops. One school had a hiking club. Some school magazines were revived but the high cost of paper and printing prevented this in many places.

*School Celebrations* such as Empire Day, Speech Day, Parents' Day and Victory Day were observed in every school; much greater understanding of Empire Day was shown than before the war. Life under the Japanese brought home to women and girls the benefits of freedom within the Empire.

At the end of the school year the number of *teachers in girls' schools* was 523 of whom two were men. Of the latter, one was a retired local superscale teacher and one was a locally trained teacher. Exigencies of staffing made necessary the employment of these two men teachers in girls' schools. Of the 523 teachers, 14 were Malays, 200 were Chinese, 80 were Indian, 125 were Eurasian, 96 were European and 8 were of other nationalities. The number of pupils to a teacher (including heads of schools) was 30.7; the corresponding figure for 1938 was 30.

The *salary* of women teachers in training who officiated as temporary teachers was \$60 a month (£84 a year). Trained local women teachers drew \$100 a month rising by annual increments of \$10 a month to \$200 a month (£140 a year rising by annual increments of £14 to £280). Five per cent. of the trained local women teachers were eligible for superscale salaries of \$250 a month (£350 a year) and yet another five per cent. for \$300 a month (£420 a year). Local teachers who held degrees of certain British Universities were eligible, in addition, for a pensionable allowance of \$25 a month (£35 a year). Locally recruited teachers who possess the qualifications for admission to the *Permanent Service* may be appointed on a salary scale.

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In Chapter V will be found a note giving information relating to salaries paid to local teachers, men and women.



## C.—TRAINING OF TEACHERS.

## (i) ENGLISH SCHOOLS.

The locally recruited teachers for girls' schools gain their qualifications and receive their training in the same way as those for the boys' schools (Chapter VIII). In the years immediately preceding 1942, only women were accepted for admission to the Normal Classes and it was intended to make this a general rule. It was not intended to provide any additional "elementary" Normal Class, i.e., three-year Normal Courses qualifying teachers for Standards III to VIII as contrasted with the "primary" Normal Classes, i.e., three-year Normal Courses qualifying teachers for Classes up to and including Standard II. It was, however, found impossible to get sufficient women Raffles College graduates for any other places except Singapore, and Elementary Normal Courses were held at various centres before the war. There were also Primary Normal Courses in session up to the outbreak of the Japanese war.

The three-year Normal Course includes English (with emphasis on Oral English) and theory and practice of teaching in each year, with the addition of hygiene and (where instructors are available) physical training and art for the second and third years. Admission to the Normal Class is by selection by the local Inspector from applicants who have passed the Cambridge School Certificate examination with credit in certain subjects and a pass in Oral English. A competitive examination, oral and written, together with an interview, is the usual method of selection. Under the normal regulations students in the Normal Class are attached to schools as unpaid student teachers during their period of training. The new post-war conditions created such a demand for teachers that in 1946 all the students in training had to become full-time teachers. It was far from satisfactory for these students to carry such a heavy burden but there was no alternative.

Details of the 1946 Normal Classes will be found in Chapter VII.

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Details of the 1946 Normal Classes will be found in Chapter VIII.

Women teachers were included in those attending special training classes held in 1946 and mentioned in Chapter VIII.

#### (ii) MALAY SCHOOLS.

*Malay Women's Training College, Malacca.*—(The Malay Women's Training College was first opened in 1934, in part of the old hospital buildings at Malacca. In 1937, a new building was erected and a practising school with a house for the head-teacher was built in the grounds).

When the Japanese invaded Malaya on December 8th, 1941, the staff in residence included the Principal, two European Assistants, the Mistress of Method, and the Malay Assistant. The students consisted of four supervisors in training and forty-eight students. Students were sent home as soon as possible after hostilities began, and the Malay members of the staff took under their wing those whose homes in the North had early fallen into the hands of the enemy. The European members of the staff were evacuated to Singapore. The Mistress of Method



(Miss J. L. Doughty) was wounded while on board a ship leaving Singapore, and died in internment in Sumatra a month later. Her death was a great loss to the College, and in particular to the Practising School which she had built up from the beginning.

The College and staff houses were looted before the arrival of the Japanese who completed the process by burning all books. The buildings were used as a Training College for Officers of the Greater East Asia Co-prosperity Sphere and a large dining hall and a new and better kitchen were built and the bathroom accommodation was extended.

Before the arrival of the British troops in 1945, the College was again looted and much of the furniture was burnt.

The Principal of the College returned from temporary duty in Zanzibar on 1st March, 1946, but it was not until 25th May that the buildings were released by the Military Authorities, and the College was reopened on 1st June. Resident in the College were the Principal, the Malay Assistant, one supervisor in training, fifteen senior students and thirteen juniors. All the twenty-eight students had been in the College before the invasion, but a few of the others had died during the occupation and the remainder did not wish to return. Many of these students were married and nine of them brought small babies with them. The College was formally reopened on June 9th by His Excellency the Governor of the Malayan Union.

Until Puasa (the Muslim fasting month) there were two classes in the College consisting of fifteen seniors and thirteen juniors. After nearly two months' intensive work a final examination was held for the seniors. Thirteen students passed and one probationary supervisor completed her training.

After Puasa there remained ten students and one supervisor in training. Thirty new Juniors were admitted, twenty-four seniors, and, as an experiment, six extra non-resident Malay students. Two new supervisors in training were admitted.

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When the College opened in June, beds, bedding, towels and  
a certain amount of crockery were supplied from Army Surplus  
Stores. Some desks were recovered and others obtained from  
the Custodian of Enemy Property along with dining room tables  
and benches and a very small amount of furniture for the Staff  
quarters. The Sultan Idris Training College presented the College  
with a quantity of the textbooks which had been allocated to  
them. A most useful gift was three packing cases of supplies  
from the New Zealand Girl Guides and Brownies containing,  
amongst other things, many pencils, rubbers, paints, crayons,  
chalks, paper of all kinds and pieces of cloth which were made  
by the students during sewing lessons into clothing for poor  
children in Malacca schools. The College was most grateful to  
the New Zealand girls for this most timely and thoughtful gift.  
An illustration shows students in the common room of the College.

By the end of the year the College and Practising School  
had been completely equipped though not quite so well as before.



It has been decided to extend the College course to three years to give the students more teaching practice and to improve their standard of knowledge. Much satisfaction was felt because instruction in the religion of Islam was introduced and because English was to be started as soon as textbooks were available.

Instruction in handwork and sewing was difficult owing to lack of materials but progress was made with the theoretical side of sewing. Students at work in the craft-room appear in an illustration. Though the College *mengkuang* (screw-pine) plantation was destroyed by the Japanese, small quantities of this material were purchased and work commenced.

Transport was a matter of some difficulty, but just before the College opened a Station Wagon was provided. It was used for the collection of food every morning, for taking students to hospital and for transport to the railway station.

When the College was about to reopen the price of food was high and variable, and the Principal decided to replace the old system of contracting for food supplies by a system of personal marketing. This proved extremely satisfactory; the cost was kept to between 100 and 150 per cent. above pre-war level.

There were several changes in the College staff. Miss N. B. Macdonald, Domestic Science Mistress, arrived on August 12th and acted as Vice-Principal pending the appointment of Miss M. Lomas as Assistant Director of Education (Girls). Miss R. Alvis was transferred from Singapore on September 1st to take the place of the late Miss J. L. Doughty as Mistress of Method and to take charge of the Practising School. Che' Lily binti A. Majeed was transferred from Kuala Lumpur on June 1st to take the place of Miss Lim Guat Lian, as clerk of the College.

Che' Fatimah binti Musa left at the end of the first term to go to England for training in Welfare Work. Her departure was a great loss but the College was proud of her selection. Her place was taken by Che' Bibi binti Ahmad, from Penang, one of the first students trained in the College; she was promoted to the post of Assistant Supervisor.

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The games played were badminton and rounders. The netball pitch was in tapioca ridges until the end of the year but it was hoped that it would be fit for use in 1947.

A great improvement in health as a result of better feeding was noticed during the second half of the year, and there was very little sickness.

The Practising School reopened on September 29th with 78 pupils in Standards I, II and III and all the College senior students had at least three weeks' teaching practice. The attendance was good and there was little sickness. The numbers increased to one hundred and fourteen, partly because more clothing became available and partly because of the greater interest recently aroused among parents. Brownies were started and proved very popular with the older children.

Everywhere, Heads of Local Departments of Education report well on the work of the products of the College, who were stated to have the interests of girls' education at heart and to set an example to their untrained colleagues.



*Post-Normal Classes.*—Classes were held, and were very well attended, in most centres, particularly where Malay Lady Supervisors were available to act as instructors. The subjects included Theory and Practice of Teaching, singing, handicrafts, physical training and, in rare cases, English. Refresher courses were held in the centres where men's courses were held, as described in Chapter VIII.

*Other Activities.*—As a general rule women teachers joined the Teachers' Association of their State or Settlement; but there were cases, notably in Malacca and Johore, where the women's association was noticeably distinct from the men's, although both were members of the central association. In Johore, the Women's Association organized a section of the "Kaum Ibu" (a body somewhat of the nature of the Women's Institute Movement in England), and assisted in the raising of a fund for higher education for Malay girls. It is interesting to note that one Senior Inspector of Schools remarked in his report that "the objects of the Women's Association are more altruistic than those of the Men's"—a tribute to the spirit which lies behind the work of that most potent and valuable factor in Malay education, the trained woman teacher.

### (iii) CHINESE SCHOOLS.

The only training classes in 1946 for Chinese Women Teachers in girls' schools were described in Chapter VIII.

### (iv) INDIAN SCHOOLS.

There were no special training classes for women teachers as the number of women teachers in Indian schools is still small, but arrangements for special training for women were under consideration at the end of the year. There were altogether 20 women-students, mostly actual teachers, in the six training classes held in various parts of the country.

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### CHAPTER X.

#### PHYSICAL AND MORAL WELFARE.

The details of the accounts given in this chapter must be orientated against a background of four years of psychological and physical deterioration. While it has been possible to bring urban conditions back almost to normal a very great deal has to be done in rural areas. Morale was high but physical shortage of essentials, lack of transport and inspecting personnel have slowed down the rural rehabilitation programme.

##### (a) MEDICAL INSPECTION AND THE TEACHING OF HYGIENE.

Hygiene was taught in all schools. Emphasis was placed on the practical aspect in all primary schools; and in schools of all types pupils were required to help in bringing the schools to a proper sanitary state after the occupation and in keeping them so.

In the English schools, boys and girls took a personal pride in their appearance. This is also true to a lesser extent in the Malay, Chinese and Indian schools but grave shortages of cloth



food and staff especially in the rural districts militated against efficient health measures and against the inculcation of a desire for neatness. Pupils and their parents, in outlying districts, were still recovering from the effects of four years of neglect and however great the efforts were to assist by supplying milk, and cloth, as one inspecting officer put it, "The victory apparently won in the schools is far too frequently lost in homes."

The 1938 Report rated the incidence of pediculosis among pupils at 80 per cent. and among teachers at 20 per cent. It was probably no less during 1946 in spite of the better training of women teachers.

In normal times schools are visited by Medical Officers, Lady Medical Officers and School Dental Officers. In spite of the shortage of staff it is amazing what the hard-worked Medical Department was able to accomplish hampered as it was by lack of transport.

First-aid classes, poster competitions, home-craft and correct physical training all helped in English schools and were gradually finding their way back to the rural schools.

Various issues of free milk; and of milk, chocolate and cloth on repayment were made, but the problem of a balanced, sufficient diet still remained to be solved in rural areas especially in view of the prevailing high prices. The Medical Department and the Department of Education were in close consultation throughout the period on this matter. The various Red Cross Societies gave much valuable help in the early part of the period.

Practically all English schools had tuck shops and most other schools had a system of controlled hawkers. The tuck shops were inspected by the Medical Department wherever possible, and assistants were examined. One school obtained a wholesale dealer's licence and distributed biscuits, milk, cocoa and sugar to its pupils at low prices.

Wherever possible travelling dispensaries, either by road or by rail, visited rural areas, but it was not always possible to

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Wherever possible travelling dispensaries, either by road or river, visited rural areas, but it was not always possible to maintain school stocks of simple medicines as before the war.

Sanitary inspection was a routine preliminary everywhere to the registration of all new school premises. In general, sanitary conditions conformed with the prescribed requirements, and where they did not departmental action was usually sufficient to get matters put right.

Dental treatment has been provided wherever possible but in many cases it was not convenient owing to shortage of staff and personnel to visit schools.

Details with regard to the medical inspection of each State are noted below:

*Perak.*—The following cases were treated—

Eye defects	...	...	...	...	17
Dental caries	...	...	...	...	1,757
Ear diseases	...	...	...	...	20
Scabies and skin defects	...	...	...	...	705
Splenic enlargements	...	...	...	...	1,486
Yaws	...	...	...	...	45



*Selangor.*—It was not possible to undertake regular medical inspections but a number of inspections were made of school buildings for the purpose of registration and report on sanitary conditions. Eighty schools were visited and 1,711 pupils examined for spleens. The rate was 16.1 per cent.

The Dental Surgeon carried out inspections and subsequent routine treatment of 680 pupils in Pudu English School and 300 children in Setapak Malay School.

*Negri Sembilan.*—There was a mild epidemic of typhoid early in the year and 8,165 children were given TAB inoculation. Twenty-six thousand four hundred and sixty-four children were vaccinated. Yaws and scabies were prevalent, but were yielding to treatment. Of 4,900 children examined, 900 were found to be under-nourished. Some 1,500 children benefited from a feeding scheme. Children presented themselves in increasing numbers for dental treatment.

*Pahang.*—Malaria and skin diseases were much in evidence while travelling dispensaries were not able to operate to the same extent as they did before the war. There was a considerable outbreak of measles which necessitated the closing of several schools for two or three weeks. No largescale dental treatment was possible but hospital clinics were kept busy.

*Penang.*—The normal School Health Department was re-established in February, 1946. In the early part of the year, 24,954 children were vaccinated and 18,467 inoculated against typhoid. Later, as a result of a campaign 27,306 more vaccinations were effected. There are signs that skin diseases are on the decrease. Three hundred and eighty-nine cases of scabies and 10 of yaws were treated. In an investigation into the defective vision of 7,365 cases, 762 were found to have defective eyesight. The colour vision rate was found to be 10 per cent.

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*Malacca.*—An improvement is recorded in the general condition of children during the year, the incidence of skin diseases was about 15 per cent. Children were inoculated and vaccinated. During the year there were small outbreaks of measles and chicken-pox.

Dental treatment was available in May when 2,672 children were examined. This service was again available at the end of November and is continuing.

*Johore.*—It was possible to carry out more inspections in Johore than in any other region. Visits to town schools were made daily or twice a week, to rural schools within reach of the road, weekly and to schools within reach by motor-boat fortnightly. Practically all children were vaccinated. Four thousand one



hundred and thirty-three were inoculated against cholera, and 3,119 against typhoid. The following table is given as an example of the work done :

Disease or defect.						Numbers treated.
Malaria	...	...	...	...	...	698
Ulcers	...	...	...	...	...	170
Scabies	...	...	...	...	...	1,728
Ringworm	...	...	...	...	...	51
Anæmia	...	...	...	...	...	905
Abrasions	...	...	...	...	...	652
Otorrhœa	...	...	...	...	...	55
Eczema	...	...	...	...	...	2
Septic wounds	...	...	...	...	...	59
Constipation and bowel troubles	...	...	...	...	...	823
Fever	...	...	...	...	...	287
Bronchitis	...	...	...	...	...	695
Headache	...	...	...	...	...	50
Worms	...	...	...	...	...	8
Spleen	...	...	...	...	...	9
Sore eyes	...	...	...	...	...	2
Tonsils	...	...	...	...	...	161
Total examined						6,355

Three thousand two hundred and thirty-four pupils were examined and 2,408 received dental treatment.

*Kedah.*—Five thousand one hundred and sixty-two pupils in 71 schools were examined. The following cases were treated :

Spleen	...	...	...	...	...	602
Anæmia	...	...	...	...	...	375
Scabies and tinia	...	...	...	...	...	477
Dental caries	...	...	...	...	...	1,308
Worms	...	...	...	...	...	378
Yaws	...	...	...	...	...	108

*Penang.*—Twenty-eight Government schools were examined.

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Anæmia	...	...	...	...	...	375
Scabies and tinia	...	...	...	...	...	477
Dental caries	...	...	...	...	...	1,368
Worms	...	...	...	...	...	579
Yaws	...	...	...	...	...	108

*Trengganu.*—Twenty-eight Government schools and six private schools were inspected. The following table gives the incidence of various defects :

Dental caries	...	...	...	...	...	62 per cent.
Yaws	...	...	...	...	...	59 "
Scabies	...	...	...	...	...	93 "
Enlarged spleen	...	...	...	...	...	13.7 "
Eye defects	...	...	...	...	...	7.2 "
Ulcers	...	...	...	...	...	29 "
Pediculosis	...	...	...	...	...	28.9 "

Four hundred and ninety-two children received dental treatment.

*Kelantan.*—One thousand and ninety-nine pupils were examined and the following percentages were found :

Yaws	...	...	...	...	...	10 per cent.
Scabies	...	...	...	...	...	25 "
Malaria	...	...	...	...	...	9 "

No dental treatment was available.



## (b).—WELFARE WORK.

Welfare work included on one hand that for which the Social Welfare Department and various welfare organizations were responsible and on the other that in which the Department of Education together with the Medical Department assisted.

The arrangements differed from place to place. In Perak, the work of the Social Welfare Department was conducted quite separately from anything the Department of Education was able to do. In Johore, the Social Welfare Department did nothing directly as far as schools were concerned. In Negri Sembilan, \$20,000 in cash and kind were distributed to adults, a good deal of which must have reached the children. Milk and 1,000 yards of cloth were obtained from the Social Welfare Department, Penang, and distributed throughout schools. A Christmas Party for poor children was sponsored in Malacca.

The Social Welfare Department took over during the year the responsibility for orphanages formerly undertaken by the Department of Education.

The Department of Education was made responsible for the distribution of chocolate, milk and cloth on repayment to schools throughout the country. This would have been a heavy burden even in normal times, but with shortage of staff and heavy rehabilitation programmes on hand, to say nothing of the unsettled state of rural areas, it assumed a grave problem. However, it was realized that physical health was of supreme importance in schools and the work was accomplished. As examples of the task undertaken by the local staffs of the Department, chocolate, milk and cloth to the value of \$218,284 was distributed for purchase in schools by the Senior Inspector of Schools, Perak. The Superintendent of Education, Johore, bought and stored milk to the value of \$108,000. Dollars thirty-five thousand were similarly spent by the Senior Inspector of Schools, Pahang. In Penang, 2,815 lbs. of vitaminized chocolate were distributed to vernacular schools and 21 days were spent in breaking down 50,000 yards of cloth into small lengths for sale to

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#### (c).—GAMES.

In normal times special emphasis was placed on the importance of school games. Games and athletics generally are regarded as part of the school curriculum and are no longer restricted to fielding one representative team from each school. The aim is for every boy and girl to take part in games.

Before the war the majority of *Boys' English Schools* had playing fields of not less than two acres in extent and the Municipal or other local playing fields were available in some places. The games played were association football, cricket, hockey, rugby, football, volley ball, basket ball, badminton, tennis, etc. Association football still held pride of place among the games played; rugby football however was gaining ground in some English schools; the game was no longer regarded as a licensed form of personal assault and battery.



During 1946, schools were faced with a problem of neglected or occupied grounds and a complete absence of games equipment. Where playing fields had not been destroyed by Japanese and British transport they had usually been used as tapioca gardens and in some cases only mechanical means will restore them to order. Games equipment was almost completely absent at the beginning of the period and did not become available until right at the end of the year; but thanks to the generosity of military organizations, it was possible to obtain sufficient equipment to start games.

In spite of many handicaps school games were soon organized and all the games mentioned above were in full swing by the end of the year. Swimming sports were held by the Penang Free School and the swimming pool at the Victoria Institution, Kuala Lumpur, was used by an average of 1,500 children a week. Boxing was re-introduced in one or two schools and pingpong was universally popular. Many schools held sports days and there were a number of inter-school sports and league matches.

The "House" system existed everywhere and in some cases gardening and even school studies were brought within the House system.

*The Girls' English Schools* suffered in the same way as the Boys' Schools with regard to damage to playing fields, and girls were not so ready as the boys to try to put matters right. However games continued to flourish. Hockey, net ball, volley ball, badminton, rounders, king's camp, etc., were played and the Kuala Lumpur girls made good use of the swimming pool at the Victoria Institution. In some centres, notably Penang, the girls' schools lacked playing fields. Lack of transport prevented many girls from returning to school in the afternoons to play games.

Games were played by pupils of all Malay Boys' Schools that had school fields or could borrow them. Three hundred and eighty-four had one acre or more, 364 had smaller fields.



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Games were played by pupils of all Malay Boys' Schools that had school fields or could borrow them. Three hundred and eighty schools had fields of one acre or more, 364 had smaller fields. Footballs were rare until the later part of the year when a limited supply arrived. The customary competitions of pre-war days were rarely possible, partly for this reason and partly because of difficulties of transport. Moreover, many of the fields had been either used for food crops or completely neglected during recent years, and rehabilitation was still in progress at the end of the year. A popular game was *sepak-raga* a distinctive Malay game played with a wicker-work ball. In some schools pupils as well as teachers played badminton.

In the Malay Girls' Schools folk games were included in the physical training which formed part of the ordinary curriculum and girls took an increasing interest in sports meetings and drill and games competitions where their self-possession and efficiency delighted the spectators.

Chinese schools do not as a rule have large playing fields, hence football though played in some schools is very rare. The most popular games are badminton, basket ball, pingpong, tennis and swimming where facilities permit. Few schools had athletic sports. Chinese girls as usual took as large an interest in sports as the boys.



(d).—SCHOOL BUILDINGS AND EQUIPMENT.

There was no new building of any kind apart from two temporary Malay school buildings erected in Perak and four in Trengganu. Government concentrated on the rehabilitation of existing buildings, many of which were in a bad state of disrepair on the arrival of the British Military Administration.

(e).—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction was given in schools of the Christian Brothers, in the Convent schools and in the schools of the American Methodist Mission, of the Church of England, and of the Plymouth Brethren. It is not given in Government schools. It is taken either before or after the regular school hours and no pupil can be compelled to attend when it is given or to take part in any religious observance. Christian religious knowledge however continued to be offered by many candidates in the Cambridge local examinations.

In Government schools moral instruction is mainly indirect. The inculcation of the observance of right conduct is expected of every master and mistress at every period of the day in school or out of school by practice and precept. The various out-of-school organizations play their part in the development of character. In some of the schools of the religious teaching bodies, direct moral instruction is given in addition to religious instruction.

Several Inspectors emphasize the fine spirit displayed by pupils in spite of three and a half years of moral neglect.

Instruction in the Koran is given to pupils of Malay schools usually in the afternoon and often at the local mosque. In Perak, Pahang, Kedah and Johore the school buildings are usually used for this purpose. The teachers are supplied and controlled by the Islamic Religious Committees. In Kelantan, religious instruction is a subject in the morning school curriculum, all men teachers taking their share of this work under the guidance of the Islamic Religious Authorities.

In Chinese schools weekly lectures are given to pupils



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In Chinese schools, weekly lectures are given to the assembled pupils who are given advice on how to be good pupils at school and good citizens after school. Respect for their parents and good behaviour towards their fellow-students are held up as essential virtues. Moral instruction in the schools is both direct and indirect, direct, through the weekly lectures and through the civics lesson, and by means of posters displayed on the wall, and in lessons concerning morals. Since the time of Confucius, moral instruction has formed an important part of Chinese education, and great emphasis has always been placed on it. Indirect instruction is given through reading and games but as yet there are few schools with Scouts or Guides. These are now appearing in some schools and it is expected they will increase during 1947.

*Thrift societies* and the numbers of children with Post Office Savings Banks accounts were increasing among English school pupils, but the high cost of living probably prevented this progress among rural school children. Thirty-three pupils in a Johore school had \$788 between them in the Post Office Savings Bank. In Perak, it is estimated that 33 per cent. of the English



school pupils have accounts. The following were the amounts standing to the credit of pupils in various schools in Perak:

Anderson School, Ipoh	...	...	...	\$3,000
Clifford School, Kuala Kangsar	...	...	...	2,198
St. George's School, Taiping	...	...	...	400
St. Michael's School, Ipoh	...	...	...	5,312
Anglo-Chinese School, Ipoh	...	...	...	6,240

There were no reports of thrift societies in Chinese schools but it should be remembered that thrift is one of the characteristics of the Chinese people and is to be found daily in the management of the Chinese home.

Most of the teachers in English and Malay schools belonged to Co-operative Thrift and Loan Societies.

## CHAPTER XI.

### MISCELLANEOUS.

#### (a).—CO-OPERATION WITH OTHER DEPARTMENTS.

The Department of Education was again responsible for conducting a large number of examinations. Details of these are given in Chapter VII.

Close co-operation with other Government departments has always been a feature of the work of the Department of Education, but for assistance in the difficult period of 1946 more than mere acknowledgment is due. But for the timely and generous assistance of the Public Works Department, it would have been impossible to use many school buildings at all. The Electricity Department supplied lamps and fittings without delay. Besides carrying out the routine inspection of schools and pupils, the Medical Department provided beds and other materials for hostels and did much extra health and nutritional work in schools. The Forestry and Agricultural Departments again helped in providing materials, seeds and much useful advice. Town Halls readily placed playing spaces at the disposal of schools and

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The Indian schools received much assistance from the estate and Committee Managements, the Red Cross Society, the Labour Department, the Indian Welfare Committee and the Congress Medical Mission. The issues of cloth made by Government at the time of the Deepavali Festival caused much satisfaction.



## (b).—CO-OPERATION WITH MISSIONS.

Most of the aided English schools are conducted by Missions—the Christian Brothers, the Methodist Episcopal Mission of America, the Dames de St. Maur, the Church of England and the Plymouth Brethren. The Government meets the difference between the school fees and the approved expenditure of these schools. The approved expenditure includes salaries at approved rates for Mission teachers, and salaries for lay teachers at the rates approved for similarly qualified teachers in Government schools. The Government also contributes at approved rates to the Provident Fund for lay teachers. In normal times these schools may also receive Government grants not exceeding one-half of the cost for important capital expenditure. Up to the end of 1946, advances totalling \$50,397 (£5,880) had been made to Mission schools for the purposes of rehabilitation.

Reference should again be made here to the great services performed for education by the religious staff of the Roman Catholic Mission schools who were ready to reopen schools without delay and who by their presence at schools during the occupation saved much valuable material.

## (c).—BOY SCOUTS, GIRL GUIDES, CADETS AND OTHER ORGANIZATIONS.

(i) *Boy Scouts*.—The popularity of the scout movement is demonstrated by the fact that after years of enforced neglect and with total lack of uniform and equipment, the total numbers at the end of 1946 were little different from those for 1938.

All regions report enthusiastic re-starting of troops, the holding of small camps, training courses and Camp Fire concerts. An illustration shows a patrol hut made from aeroplane scrap left by the Japanese (Ibrahim School, Sungei Patani, Kedah). A Sea Scout troop was resuscitated at Malacca.

Some regions had permanent camp sites but through war damage and disrepair they could not be used. The following shows the strength of the Scout movement:

	Cubs	Scouts	Rovers	Scouters	Total
Kedah	125	631	80	41	877
	878	1,073	97	58	2,006

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		Cubs.	Scouts.	Rovers.	Scouters.	Total.
Kedah	...	123	631	80	44	878
Penang	...	373	1,073	37	82	1,565
Perak	...	442	1,354	15	113	1,924
Selangor	...	210	1,218	30	68	1,526
Negri Sembilan		264	898	—	87	1,249
Malacca	...	196	995	161	122	1,474
Johore	...	104	1,362	92	132	1,690
Kelantan	...	96	408	18	44	566
Trengganu	...	—	539	56	39	634
Pahang	...	—	913	—	63	976
Total						12,482

The figures include scouts in English and Malay schools and the six scout troops in Chinese schools. It was not possible to revive the troops which existed at three Indian schools before the occupation. Two Chinese schools in Kuala Lumpur, one in Ipoh and three in Penang had Scout troops. An increase in the number of Chinese troops is expected in 1947.



(ii) *Girl Guides* have not in the past been as intimately connected with the schools as scouts. The movement is gradually being revived and is flourishing, but no statistics are yet available. Two companies of Girl Guides were, for the first time, in process of formation in Chinese schools in Kuala Lumpur and Penang.

(iii) *Cadets*.—Before the war Cadet Corps were extremely popular organizations and worked in close co-operation with Volunteer units. In 1941, the total strength of Cadet Corps in the Peninsula was over 1,200. They were revived but quite informally and without express authority during 1946. There was discussion with Government and Malaya Command over their resuscitation. It was agreed that Cadet Corps could be affiliated to local Military Headquarters. The enthusiasm of schools was such that they re-started Cadet Corps pending the necessary official authority.

#### (d).—ADULT EDUCATION.

The only adult education not already reviewed in Chapters V and VI was that provided at evening classes established at various centres and at Chinese night schools. For convenience, the review of commercial education both for evening and day classes and for scholars and adults was included under the commercial education section of Chapter V (ii). Evening classes were organized in Ipoh, by the Perak Clerical Union and a few private individuals.

Voluntary classes in Malay were organized at Seremban for military personnel.

Classes in English for adults were started in Penang, Malacca and Kedah.

Afternoon and evening classes existed for school children for special instruction in various places. There were classes in Tamil and Mandarin in Johore and in English for Malay school pupils in Penang. Several Indian schools in Penang had extra afternoon sessions.

A few Indian evening schools sprang up on estates and were used for the instruction of illiterate and semi-illiterate adults.

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A few Indian evening schools sprang up on estates and in the towns for the instruction of illiterate and semi-illiterate Indian adults and youths. In most of these, Tamil was the medium of instruction but a few taught Hindi. Some of these evening schools were sponsored by the local Labour Union.

A hundred and twenty Chinese night schools applied for registration in 1946 with an enrolment of 8,455 students.

The object of these schools was mainly to improve the knowledge of Kuoyü and to make education available to those who could not find time for it during the day. The majority of pupils attending were business employees or pre-war students who had to earn their living during the day. It is known that there was a number of unregistered night schools. Letter-writing and the use of the abacus were also taught and in many cases a simplified primary course was followed. These schools were organized and managed by:

- (a) Clubs, Associations or Trade Unions,
- (b) Day School Committees,
- (c) Private individuals.



## (e).—REGISTRATION OF SCHOOLS.

Full details of schools can be found in General Table I. There were no schools other than purely religious schools that were not registered together with their teachers except as regards Chinese schools. Owing to enthusiasm for education among the Chinese, to ignorance of Registration Enactments and to shortage of inspecting staff it was not always possible to keep abreast of the tide of new Chinese schools.

The Private English schools that are registered may be divided into two main classes:

(a) those controlled by religious bodies as educational and not commercial undertakings, most of which are accommodated in proper school buildings;

(b) those carried on by individuals for profit, many of which are accommodated in any sort of building, shop-house, private house, office or godowns. Full details of these schools are given in Chapter V.

## (f).—EMPLOYMENT BUREAUX.

Steps have been taken to revive the employment bureaux in the centres in which they existed before the war. Penang, Malacca and Ipoh now have these bureaux. In view of the large numbers of temporary clerks and other workers required in 1946, there was little unemployment, but as normal conditions return, the employment bureaux will again perform a valuable function.

## (g).—"YOUNG MALAYANS."

This periodical for school children completed its 16th issue and Second Volume in December.

It was originated by the joint efforts of a public-spirited Chinese gentleman and the Department of Public Relations. The support of the Chinese patron was necessary and was forthcoming throughout the year. The paper was at first distributed free, but a charge of 10 cents per copy was eventually made.

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There was an edition in Chinese, published in Singapore which had a circulation of about 20,000. The English edition, published at Kuala Lumpur, had a circulation of over 8,000 in December. The Editor of the English edition was an officer of the Department of Education but otherwise the Department bears no financial responsibility.

In spite of difficulties of finance, equipment and staff, the paper prospered and occupied a definite place in the schools of the country.

H. R. CHEESEMAM,

*Director of Education, Malayan Union.*

KUALA LUMPUR,

10th March, 1947.



1. POST SECONDARY.—

Technical College	..	..	..	..	..
Commercial Schools	..	..	..	..	..
School of Agriculture	..	..	..	..	..

2. SECONDARY SCHOOLS AND SCHOOLS WITH PRIMARY AND MIDDLE SCHOOL DEPARTMENTS .. ..

3. VOCATIONAL SCHOOLS.—

Trade Schools	..	..	..	..	..
Techni-factory	..	..	..	..	..

4. PRIMARY AND MIDDLE SCHOOLS.—

(a) English	..	..	..	..	..
(b) Malay	..	..	..	..	..
(c) Chinese	..	..	..	..	..
(d) Indian	..	..	..	..	..

TOTAL ..

INSTITUTIONS MAINTAINED FROM UNION OR LOCAL PUBLIC FUNDS.		OTHER INSTITUTIONS.		GRAND
No. of Institutions.	Enrolment.	No. of Institutions.	Enrolment.	No. of Institutions.
1	54	—	—	1
2	205	—	—	2
1	31	—	—	1
62	38,604	91	10,998	153
4	125	—	—	4
1	(To open in Jan., 1947)	—	—	—
34	11,397	—	—	34
1,169	137,338	—	—	1,169
511	124,027	594	48,074	1,105
568	26,014	156	7,452	724
2,353	337,795	841	66,524	3,193



GENERAL TABLE I

SCHOLARS BY SCHOOL YEARS AND AGES IN ENGLISH SCHOOLS MAIN  
PUBLIC FUNDS

Ages.				YEAR OF SCHOOLING							
				Primary I.		Primary II.		Reconstruction.		Standard I.	
				M.	F.	M.	F.	M.	F.	M.	F.
Under 6	..	..	..	38	3	..	..	1	..	..	..
6—7	..	..	..	753	569	53	51	6	6	2	3
7—8	..	..	..	1,736	1,096	292	222	69	55	34	19
8—9	..	..	..	1,646	934	699	590	256	115	187	111
9—10	..	..	..	1,087	460	958	668	252	162	453	213
10—11	..	..	..	649	259	993	702	268	162	752	415
11—12	..	..	..	358	117	688	424	172	130	903	459
12—13	..	..	..	104	35	450	191	70	96	741	440
13—14	..	..	..	21	11	181	88	22	34	437	279
14—15	..	..	..	7	1	21	24	4	19	140	116
15—16	..	..	..	1	..	6	7	1	5	27	29
16—17	..	..	..	..	..	..	1	..	..	3	4
17—18	..	..	..	..	..	..	..	..	..	..	1
18—19	..	..	..	..	..	..	..	..	..	..	1
19—20	..	..	..	..	..	..	..	..	..	..	..
20—21	..	..	..	..	..	..	..	..	..	..	..
21—22	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	6,400	3,485	4,341	2,968	1,121	784	3,679	2,090

# GENERAL TABLE IIa.

## SCHOOLS MAINTAINED OR AIDED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS.

YEAR OF SCHOOL COURSE.												Total.	
Standard I.		Standard II.		Standard III.		Standard IV.		Special Malay class.		Standard V.			
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
2	3	..	..	..	..	..	..	..	..	..	..	39	3
34	19	4	2	1	..	..	..	..	..	..	..	814	629
187	111	16	23	..	1	..	..	..	..	..	..	2,136	1,394
453	213	91	51	11	4	1	13	26	1	1	..	2,807	1,775
752	415	259	129	71	20	9	13	127	36	..	1	2,880	1,572
903	459	514	227	165	77	27	19	244	11	11	13	3,128	1,737
741	440	720	383	372	173	103	70	423	54	41	18	3,082	1,477
437	279	679	372	759	335	330	175	614	42	119	65	3,024	1,460
140	116	383	244	732	300	615	277	565	64	326	143	3,162	1,401
27	29	124	79	464	217	673	256	377	35	563	232	2,793	1,188
3	4	29	33	178	89	450	207	126	2	657	227	2,236	860
..	1	9	16	32	15	186	68	26	..	360	157	1,443	563
..	1	1	..	3	7	34	19	9	..	136	47	613	257
..	..	..	1	..	..	7	3	2	..	25	14	183	74
..	..	..	..	..	..	1	..	..	..	4	2	34	18
..	..	..	..	..	..	..	1	..	..	1	..	6	2
..	..	..	..	..	..	..	..	..	..	..	..	1	1
3,679	2,090	2,829	1,560	2,788	1,238	2,436	1,121	2,542	246	2,244	919	28,380	14,411



			M.	F.	M.	F.
12—13	..	..	13	3	2	—
13—14	..	..	19	12	4	3
14—15	..	..	121	49	29	4
15—16	..	..	312	94	116	28
16—17	..	..	540	144	286	96
17—18	..	..	501	144	387	134
18—19	..	..	260	111	396	129
19—20	..	..	92	22	193	58
20—21	..	..	12	7	60	19
21—22	..	..	4	2	11	2
Over 22	..	..	—	—	—	1
Total ..			1,874	588	1,484	474

M.	F.	M.	F.	M.	F.	M.	F.
1	—	—	—	—	—	16	3
1	1	—	—	—	—	24	16
5	4	—	—	—	—	155	57
23	9	1	—	—	—	452	131
106	37	17	2	—	—	949	279
224	58	47	15	—	1	1,159	352
350	82	115	56	—	1	1,121	379
295	47	207	68	—	8	787	203
154	39	323	53	—	12	549	130
53	13	202	38	—	—	270	55
6	—	101	14	—	1	107	16
1,218	290	1,013	246	—	23	5,589	1,621



GENERAL TABLE IIb.

SCHOLARS BY SCHOOL YEARS AND AGES IN MALAY SCHOOLS MAINTAIN  
PUBLIC FUNDS.

Ages.	Standard I.		Standard II.		Standard III.		Standard	
					YEAR OF SCHOOL COURSE			
	M.	F.	M.	F.	M.	F.	M.	
5 years ..	325	38	6	2	—	—	—	
6 ..	11,486	1,912	115	26	4	1	—	
7 ..	19,074	2,615	3,208	655	226	5	1	
8 ..	13,154	2,003	5,609	703	1,502	198	178	
9 ..	7,775	1,271	5,742	604	2,721	338	653	
10 ..	4,978	727	4,889	598	3,531	343	1,502	
11 ..	2,282	358	3,082	328	3,589	359	2,034	
12 ..	1,098	164	2,733	233	2,954	318	2,544	
13 ..	313	41	889	105	1,815	134	1,912	
14 ..	90	12	304	19	721	40	1,035	
Over 14 ..	65	—	150	7	287	13	523	
Total ..	60,640	9,141	26,727	3,280	17,350	1,749	10,382	

TABLE IIb.  
S MAINTAINED OR AIDED FROM UNION REVENUES OR LOCAL  
C FUNDS.

III.	Standard IV.		Standard V.		Standard VI.		Total.		
OF SCHOOL COURSE.									
F.	M.	F.	M.	F.	M.	F.	M.	F.	
—	—	—	—	—	—	—	331	40	
1	—	—	—	—	—	—	11,605	1,939	
5	1	—	—	—	—	—	22,509	3,275	
198	178	5	—	—	—	—	20,443	2,909	
338	653	72	48	1	—	—	16,939	2,286	
343	1,502	207	747	35	—	—	15,647	1,910	
359	2,034	174	518	62	7	—	11,512	1,281	
318	2,544	166	1,177	84	50	—	10,556	965	
134	1,912	97	1,339	64	99	—	6,367	441	
40	1,035	46	1,278	55	186	—	3,614	172	
13	523	14	632	41	551	12	2,208	87	
0	1,749	10,382	781	5,739	342	893	12	121,731	15,305



					Kinder- garten.	PRIMARY.						1st year.
						1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	
						7	9	11	13	14	15	
Approximate Average Age					7	9	11	13	14	15	16½	17½
Kedah					674	11,714	6,847	2,480	1,186	804	602	260
Penang					554	20,684	9,128	3,464	1,849	1,090	881	816
Perak						21,121	7,865	3,510	1,657	941	810	412
Selangor						5,860	3,668	1,348	996	422	162	26
Negri Sembilan						4,992	2,125	886	420	254	112	65
Malacca					358	17,550	5,478	2,292	1,298	645	512	62
Johore						4,922	1,705	522	314	226	86	
Pahang						850	400	200	60	50	19	
Kelantan						900	400	220	58	50	20	
Trengganu												
Total					1,581	94,227	50,597	15,880	8,221	4,762	2,027	1,227

Note : \* Unclassified night school pupils not included.

# PUBLIC FUNDS.

## STANDARDS—(Year of School Course).

PRIMARY.				JUNIOR MIDDLE.			SENIOR MIDDLE.			Normal.
3rd year.	4th year.	5th year.	6th year.	1st year.	2nd year.	3rd year.	1st year.	2nd year.	3rd year.	
13	14	15	16½	17½	18	19	20	20	21	20
948	454	176	111	..	..	..	..	..	..	..
2,480	1,125	894	602	366	300	163	92	42	33	..
3,464	1,849	1,090	331	316	184	..	..	..	..	75
3,510	1,657	941	310	412	148	73	22	..	..	..
1,348	996	433	162	26	..	..	..	..	..	..
888	420	254	113	55	21	..	..	..	..	..
2,292	1,298	645	313	52	31	23	..	..	..	..
522	314	236	86	..	..	..	..	..	..	..
200	60	50	19	..	..	..	..	..	..	..
230	58	50	20	..	..	..	..	..	..	..
15,880	8,231	4,760	2,067	1,227	663	259	114	42	33	75

Unclassified night school pupils not included.



# GENERAL TABLE IIIA.

## TABLE OF REVENUE FOR PERIOD 1ST APRIL TO 31ST DECEMBER, 1946.

### Revenue from *Fees*:

Govt. English Schools ...	...	\$377,841.50
Govt. Aided Schools ...	...	484,478.25
Trade Schools ...	...	1,852.10
Commercial Day Schools ...	...	609.00

---

Total ...	\$813,780.85
	£94,941.2.0

Revenue from <i>Education Board</i> ...	Total ...	\$218,474.46
		£25,488.13.8

### Revenue from *other Sources*:

English Schools ...	...	...
Malay Schools ...	\$	678.87
Trade Schools ...		227.41
Miscellaneous ...		1,283.10

---

Total	\$ 2,789.15
-------	-------------

	Total ...	\$813,780.85 }
		£94,941.20 }
Revenue from <i>Education Board</i> ...	Total ...	\$218,474.46 }
		£25,488.13.8 }

Revenue from *other Sources* :

English Schools ...	...	...	—
Malay Schools ...	...	...	\$ 678.37
Trade Schools ...	...	...	227.41
Miscellaneous ...	...	...	1,283.10

Total ...	\$ 2,188.88 }
	£255.7.5 }

Grand Total ...	\$1,034,444.19 }
	£120,685.3.1 }



# GENERAL TABLE IIb.

## STATEMENT OF EXPENDITURE ON EDUCATION FROM 1st APRIL TO 31st DECEMBER, 1946.

### NOTES.—

- (i) The B.M.A. period January-March is excluded.
- (ii) Expenditure on Education, not controlled by the Department of Education is excluded, viz.—
  - (a) Expenditure by the P.W.D.
  - (b) Expenditure on Higher Colleges—(Raffles College and the College of Medicine.)

Type of education.	Total general expenditure.	Special Re-habilitation expenditure.	Total.
	\$ c.	\$ c.	\$ c.
<b>I. ENGLISH SCHOOLS—</b>			
(a) Government (Boys) ..	1,824,782 04	208,996 98	2,033,779 02
(b) " (Girls) ..	118,859 22	3,436 13	122,295 35
(c) Aided (Boys) .. ..	965,208 19	68,878 00	1,034,086 19
(d) " (Girls) .. ..	458,361 99	52,558 00	510,919 99
Total (English Schools) ..	3,367,211 44 £392,841 6 8	333,869 11 £38,951 7 11	3,701,080 55 £431,792 14 7
<b>II. VERNACULAR SCHOOLS—</b>	\$ c.	\$ c.	\$ c.
(a) Malay :			
Government (Boys & Girls)	2,826,508 34	182,449 35	3,008,957 69
Aided (Boys & Girls) ..	15,666 29	..	15,666 29
(b) Chinese :			
Government (Boys & Girls)	20,940 00	..	20,940 00
Aided (Boys & Girls) ..	392,375 84	478,372 60	870,748 44
(c) Indian :			
Government (Boys & Girls)	64,302 53	3,887 00	68,189 53
Aided (Boys & Girls)	100,967 81	30,539 07	131,506 88
Total (Vernacular Schools)	3,423,760 51 £409,088 19 2	701,248 62 £81,812 9 10	4,125,009 13 £490,901 9 12

II. VERNACULAR SCHOOLS—			
(a) Malay :			
Government (Boys & Girls)	2,826,508 34	182,449 35	3,008,957 69
Aided (Boys & Girls)	15,666 29	..	15,666 29
(b) Chinese :			
Government (Boys & Girls)	20,940 00	478,372 60	20,940 00
Aided (Boys & Girls)	392,375 84	..	870,748 44
(c) Indian :			
Government (Boys & Girls)	64,302 53	3,887 00	68,189 53
Aided (Boys & Girls)	100,967 81	36,539 67	137,507 48
Total (Vernacular Schools)	3,420,760 81 £399,088 15 2	701,248 62 £81,812 6 10	4,122,009 43 £480,901 2 0
III. VOCATIONAL EDUCATION—			
(a) Govt. Trade Schools ..	\$ 94,051 97	\$ 15,945 27	\$ 109,997 24
(b) Govt. Commercial Schools	13,381 07	..	13,381 07
(c) Govt. Evening Classes ..	1,975 97	..	1,975 97
(d) Govt. Training of Teachers	159,536 58	43,206 82	202,743 40
Total (Voc. Education) ..	268,945 59 £31,376 19 8	59,152 09 £6,901 1 6	328,097 68 £38,278 1 2
IV. SCHOLARSHIPS .. .. .	\$146,899 17 £17,138 4 10	..	\$146,899 17 £17,138 4 10
V. DIRECTION AND INSPECTION ..	275,132 06 £32,098 16 11	850 00 £99 3 4	\$275,982 96 £32,198 0 3
VI. MISCELLANEOUS .. .. .	\$72,628 68 £8,473 6 11	..	\$72,628 68 £8,473 6 11
TOTALS ..	\$7,551,578 65 £881,017 10 2	\$1,095,119 82 £127,763 19 7	\$8,646,698 47 £1,008,781 9 9



# GENERAL TABLE IIIC.

## DISTRIBUTION OF EXPENDITURE AND REVENUE AMONG REGIONS AND COLLEGES.

	Expenditure.	Revenue.	Net.
	\$ c.	\$ c.	\$ c.
Penang .. .. .	1,259,068 65	341,262 55	917,806 10
Perak .. .. .	1,945,913 07	257,153 97	1,688,759 10
Selangor .. .. .	1,174,031 38	136,517 32	1,037,514 06
Malacca .. .. .	601,040 22	92,699 90	508,340 32
Negri Sembilan .. .. .	669,898 34	73,382 62	596,515 72
Pahang .. .. .	424,113 38	50,288 98	373,824 40
Johore .. .. .	1,172,743 24	48,989 50	1,123,753 74
Kedah .. .. .	384,862 11	23,617 10	361,245 01
Perlis .. .. .	45,527 33	2 00	45,525 33
Kelantan .. .. .	157,512 97	7,171 25	150,341 72
Trengganu .. .. .	111,470 38	2,139 00	109,331 38
Sultan Idris Training College, Tanjong Malim .. .. .	151,422 73	..	151,422 73
Malay College, Kuala Kangsar .. .. .	50,396 00	..	50,396 00
Malay Women's Training College, Malacca .. .. .	39,590 28	900 00	38,690 28
Technical College, Kuala Lumpur .. .. .	39,615 80	320 00	39,295 80
Techni-factory .. .. .	3,131 98	..	3,131 98
D. Headquarters Expenditure .. .. .	416,360 61	..	416,360 61
<b>TOTAL ..</b>	<b>\$8,646,698 47</b> <b>£1,008,781 9 9</b>	<b>\$1,034,444 19</b> <b>£120,685 3 1</b>	<b>\$7,612,254 28</b> <b>£888,096 6 8</b>

# GENERAL TABLE IIId.

## COST OF EDUCATION PER HEAD FOR PERIOD 1st APRIL TO 31st DECEMBER, 1946.

	\$ c.	£ s. d.
<b>ENGLISH SCHOOLS.—</b>		
Government (Boys) .. .. .	105 00	12- 5- 0
(Girls) .. .. .	81 97	9-11- 3
Aided (Boys) .. .. .	70 83	8- 5- 3
(Girls) .. .. .	35 14	4- 1- 11
Over all .. .. .	74 00	8-12- 6
<b>INDIGENOUS SCHOOLS.</b>		
Malay .. .. .	22 12	2-11- 0
Chinese and Girls .. .. .		

# GENERAL TABLE IIId.

COST OF EDUCATION PER HEAD FOR PERIOD 1st APRIL TO  
31st DECEMBER, 1946.

	\$ c.	£ s. d.
<b>ENGLISH SCHOOLS.—</b>		
Government (Boys) .. .. .	105 00	12- 5- 0
„ (Girls) .. .. .	81 97	9-11- 3
Aided (Boys) .. .. .	70 83	8- 5- 3
„ (Girls) .. .. .	35 14	4- 1-11
Over all ..	74 00	8-12- 8
<b>VERNACULAR SCHOOLS.—</b>		
<i>Malay:</i>		
(Boys and Girls) .. .. .	22 12	2-11- 7
<i>Chinese:</i>		
Government (Boys and Girls) .. ..	36 23	4- 4- 6
Aided ( „ „ ) .. ..	7 05	16- 4
<i>Indian:</i>		
Government (Boys and Girls) .. ..	31 05	3-12- 5
Aided ( „ „ ) .. ..	5 29	12- 3
Over all ..	14 26	1-13- 3
<b>TRAINING OF TEACHERS.—</b>		
Cost per head per month during 1946 :		
S.I.T.C. .. .. .	63 01	7- 7- 0
M.W.T.C. .. .. .	16 97	1-19- 7
Normal Training .. .. .	4 02	9- 5
Over all ..	35 11	4- 1-11



## GENERAL TABLE IV D.

RESULTS OF THE CAMBRIDGE SCHOOL CERTIFICATE  
EXAMINATIONS, DECEMBER, 1946, SHOWING STANDARDS  
REACHED IN EACH SUBJECT.

Subject.	Totals of standards reached.			
	a	c	p	f
1. Oral English .. .. .	—	—	949	257
2. English Language .. .. .	34	510	402	278
3. English Literature .. .. .	101	601	339	184
4. Religious Knowledge .. .. .	117	296	111	111
5. History of the British Empire ..	78	520	326	278
6. Geography .. .. .	160	596	264	164
7. Latin .. .. .	41	54	8	16
8. French .. .. .	18	22	3	5
9. Malay .. .. .	14	73	49	33
10. Chinese .. .. .	32	99	92	54
11. Tamil .. .. .	27	95	50	41
12. Punjabi .. .. .	3	3	4	2
13. Hindi or Higher Hindi .. .. .	1	1	3	1
14. Bengali .. .. .	—	1	1	—
15. Elementary Mathematics .. .. .	405	538	193	97
16. Additional Mathematics .. .. .	33	32	11	5
17. Mechanics .. .. .	35	39	22	18
18. Chemistry .. .. .	2	10	—	—
19. Physics .. .. .	—	2	—	—
20. Physics with Chemistry .. .. .	7	14	—	—

8. English .. .. .	18	22	3	5
9. Malay .. .. .	14	73	49	33
10. Chinese .. .. .	32	99	92	54
11. Tamil .. .. .	27	95	50	41
12. Punjabi .. .. .	3	3	4	2
13. Hindi or Higher Hindi .. .. .	1	1	3	1
14. Bengali .. .. .	—	1	1	—
15. Elementary Mathematics .. .. .	405	538	193	97
16. Additional Mathematics .. .. .	33	32	11	7
17. Mechanics .. .. .	35	39	22	18
18. Chemistry .. .. .	2	10	—	2
19. Physics .. .. .	—	2	—	—
20. Physics with Chemistry .. .. .	7	14	—	—
21. Biology .. .. .	7	27	16	18
22. General Science .. .. .	76	112	54	51
23. General Science (2nd Subject) .. .. .	2	4	1	1
24. Art .. .. .	12	137	111	47
25. Shorthand .. .. .	1	2	—	2
26. Book-keeping .. .. .	—	4	—	2
27. Hygiene with Physiology .. .. .	42	382	364	309
28. Technical Drawing .. .. .	—	1	—	—

NOTE.—The above table gives the totals of the standards reached by Government or aided school candidates who took the *whole* examination. The standards reached by private candidates and those who took only part of the examination are not included.



## GENERAL TABLE V.

### FEES AND RULES GOVERNING EXEMPTIONS AND SCHOLARSHIPS.

*English Schools.*—The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:

I.—Monthly fee for pupils up to and including Standard VI (boys and girls) ... ..		\$2.50
II.—Monthly fee for boys in Standard VII upwards ... ..		\$4.00
III.—Monthly fee for girls in Standard VII upwards ... ..		\$3.00

*Private English Schools.*—Fees similar to those in Government and aided schools and occasionally higher were charged.

*Government Malay Schools.*—The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and textbooks are all provided gratis by Government.

*Chinese Schools.*—The two Government schools provide free education, but other schools charged fees ranging from \$12 to \$60 per year.

*Indian Schools.*—In all schools except Government and Estate Indian Schools, fees are charged ranging from \$6 to \$24 a year.

*Trade Schools.*—Fees at the rate of \$18 per year were charged at all the Trade Schools.

*Technical College, Kuala Lumpur.*—Most of the students in this school are apprentices from Government departments.

A few private students are admitted every year and they are required to pay fees. The fees for tuition are \$120 per session for full-time courses payable quarterly in advance.

*Sultan Idris Training College.*—This is a residential College for training male teachers for Malay schools in the Malayan Union.

The expenses are borne by the Malayan Union.

*Malay Women's Training College.*—This is a residential college for training female teachers for Malay schools in the Malayan Union.

## GENERAL TABLE V.

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The expenses are borne by the Malayan Union.

*Malay Women's Training College.*—This is a residential College for training female teachers for Malay schools in the Malayan Union.

The expenses are borne by the Malayan Union.

*School of Agriculture.*—There are two courses. The principal course, covering a period of two years, is conducted in English. The minor course, lasting one year, is conducted in Malay.

The school fees for the two-year course were \$90 a year and for the one-year course \$45 a year for private students. The post-war policy of the school has not yet been decided (see Chapter VI).

#### RULES GOVERNING EXEMPTIONS IN ENGLISH SCHOOLS.

Remission may be granted as follows:

- (a) All pupils enjoying remission of fees in 1941 may continue to be granted remission as long as they fulfil the condition in (g) below.
- (b) In all Government and Government aided English schools fees of Malaya-born pupils in classes up to and-including Standard VI may be remitted to an

extent not exceeding 5 per cent. of the amount of fees payable in respect of those classes in the previous month. In Classes VII and above, 10 per cent. of the fees payable may similarly be remitted. The amount of fees payable in the previous month will be calculated as the total amount of fees at the usual rates in respect of all pupils who are not exempt from payment of fees under (c), (d), (e) and (f) below. Total remissions granted under this section will include old remissions under (a) above. New remissions will be subject to close scrutiny of the financial position of the parents by the head of the local Department of Education to whom all applications for remissions will be made through the Principals of Schools. Remission under this regulation may not be granted unless the pupil recommended has attended the school recommending remission for at least one year before application for remission is made. Malays are not eligible for remission under this regulation [see Regulation (f) below].

- (c) Fees of children whose fathers were killed by the Japanese or died under torture may be remitted.
- (d) All children whose parents are in receipt of relief may be granted remission.
- (e) Fees for children in excess of two from any one family, when the parents are already paying school fees for two children, may be remitted on application by the parents, through the Principals of Schools, to the head of the local Department of Education.
- (f) Promising pupils from Malay vernacular schools may be given free education at English schools on the following conditions:
  - (i) the pupil must be under 11 years of age on the first day of January of the year in which the pupil enters an English school;
  - (ii) the pupil, if a boy, must have passed Standard IV or V, and if a girl, Standard II or III in a Malay vernacular school.



when the parents are already paying school fees for two children, may be remitted on application by the parents, through the Principals of Schools, to the head of the local Department of Education.

Promising pupils from Malay vernacular schools may be given free education at English schools on the following conditions:

- (i) the pupil must be under 11 years of age on the first day of January of the year in which the pupil enters an English school;
- (ii) the pupil, if a boy, must have passed Standard IV or V, and if a girl, Standard II or III in a Malay vernacular school;
- (iii) the pupil must have been born in the Union;
- (iv) the pupil must pass a medical examination, provided that unless a Lady Medical Officer can conduct the examination it may be remitted for girls;
- (v) the circumstances of the parent must justify the granting of a free place;
- (vi) free education is given from year to year only and renewal of the privilege is dependent on the normal progress and good conduct.

Remission under (a) to (f) above may be granted only to pupils whose work and conduct are assessed as satisfactory by the Head of the local Department of Education. All remissions granted will be subject to annual review in January, and continuance of the remission will be dependent on normal progress and good conduct of the pupils concerned.

## SCHOLARSHIPS.

There is a large number of scholarships, some Government and many endowed by public or private charity. Full details of these scholarships as regards the Settlements of Penang and Malacca and the States of Perak, Selangor, Negri Sembilan and Pahang will be found in the Scholarship Code, Education Code IV (former Straits Settlements), and Education Code IV (former Federated Malay States). There are also scholarships in the other States, details of which are given in the State annual reports [a comprehensive survey of all these scholarships is to be made so that a conspectus will be available in this annual report in future years].

## GENERAL TABLE VI.

ADMINISTRATIVE, INSPECTING AND SPECIALIST  
ORGANIZING STAFF.

*1st April-31st December, 1946.*

## HEADQUARTERS: ADMINISTRATION AND INSPECTION.

(1) *Director of Education.*—

1st April to 28th May ... A. W. Frisby (*Acting*)  
29th May to end of year ... H. R. Cheeseman, C.M.G.

(2) *Deputy Director of Education.*—

1st April to 29th May ... (*Vacant*)  
29th May to 25th July ... A. W. Frisby (*Acting*)  
26th July to end of year ... M. R. Holgate

(3) *Assistant Director of Education in charge of Malay Schools.*—Senior Education Officer, Special Grade—

1st April to 12th September (*Vacant*)  
12th September to end of year ... R. P. S. Walker

(4) *Assistant Director of Education in charge of English Schools.*—



- ... to end of year ... H. R. Cheeseman, C.M.G.
- (2) *Deputy Director of Education.*—
- |                          |     |                                |
|--------------------------|-----|--------------------------------|
| 1st April to 29th May    | ... | (Vacant)                       |
| 29th May to 25th July    | ... | A. W. Frisby ( <i>Acting</i> ) |
| 26th July to end of year | ... | M. R. Holgate                  |
- (3) *Assistant Director of Education in charge of Malay Schools.*—Senior Education Officer, Special Grade.—
- |                               |                        |
|-------------------------------|------------------------|
| 1st April to 12th September   | (Vacant)               |
| 13th September to end of year | ... .. R. P. S. Walker |
- (4) *Assistant Director of Education in charge of Chinese Schools.*—Senior Education Officer, Special Grade.—
- |                          |     |                                |
|--------------------------|-----|--------------------------------|
| 1st April to 25th July   | ... | (Vacant)                       |
| 26th July to end of year | ... | A. W. Frisby ( <i>Acting</i> ) |
- (5) *Assistant Director of Education in charge of Indian Schools.*—Senior Education Officer, Grade B.—
- |                          |     |                               |
|--------------------------|-----|-------------------------------|
| 1st April to 12th July   | ... | (Vacant)                      |
| 13th July to end of year | ... | H. L. Hodge ( <i>Acting</i> ) |
- (6) *Examinations Secretary.*—Senior Education Officer, Grade B.—
- |                               |        |                                  |
|-------------------------------|--------|----------------------------------|
| 1st April to 22nd April       | ...    | (Vacant)                         |
| 23rd April to 23rd June       | ...    | G. J. Gurney ( <i>Acting</i> )   |
| 24th June to 16th August      | ...    | (Vacant)                         |
| 17th August to 12th Sept.     | ...    | F. T. Laidlaw ( <i>Acting</i> )  |
| 13th September to end of year | ... .. | T. P. M. Lewis ( <i>Acting</i> ) |

- (7) *Assistant Director of Education in charge of Girls' Schools.*—Senior Education Officer, Women's Special Grade.—

1st April to end of year ... Miss M. Lomas (*Acting*)

- (8) *Organizer of Vocational Schools and Handicrafts*—Senior Education Officer, Grade B.—

1st April to end of year ... (*Vacant*)

- (9) *Superintendent of Physical Education*—(Malayan Educational Service, time-scale post).—

10th May to end of year ... B. E. Chambers (*Acting*)

- (10) *Assistant Superintendent of Physical Education*—(*Vacant*).

- (11) *Music Supervisor*—(Malayan Educational Service, time-scale post).—

9th September to end of  
year ... ... Mrs. Mervyn Cox, Temporary  
European Mistress (*Acting*)

- (12) *Organizer of Commercial Schools and Classes*—(Malayan Educational Service, time-scale post).—

1st April to 17th November (*Vacant*)

18th November to end of  
year ... ... A. W. Pinnick

- (13) *Organizer of Adult Education*—(post held by the time-scale officer, the Tutor of English, Technical College).—

1st April to end of year ... (*Vacant*)

- (14) *Science Supervisor*—(post held by Principal, Victoria Institution in addition to his other duties).—

1st April to 15th September (*Vacant*)

16th September to end of  
year ... ... F. Daniel

- (15) *Superintendent of Trade Schools*—(Malayan Educational Service, Superscale, Trade School post).—



... Officer, the Tutor of English, Technical College).—  
1st April to end of year ... (Vacant)

- (14) *Science Supervisor*—(post held by Principal, Victoria Institution in addition to his other duties).—

1st April to 15th September (Vacant)

16th September to end of  
year ... .. F. Daniel

- (15) *Superintendent of Trade Schools*—(Malayan Educational Service, Superscale, Trade School post).—

1st April to end of year ... H. Geary (Acting)

- (16) *Chief Inspector of Chinese Schools*—(Malayan Educational Service, time-scale post).—

1st April to 12th September (Vacant)

13th September to end of  
year ... .. F. T. Laidlaw

- (17) *Assistant Secretary, Chinese Education*—(Malayan Civil Service).—

1st April to 15th November (Vacant)

16th November to end of  
year ... .. T. P. Cromwell, O.B.E.

- (18) *Chief Inspector of Indian Schools*—(Malayan Educational Service, time-scale post) —

1st April to end of year ... (Vacant)

GOVERNMENT AND

Race.	Perak.		Selangor.		N. Sembilan.		Pahang.		Pen.
	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	
Malays .. ..	1,392	125	856	298	586	11	403	..	729
Chinese .. ..	4,746	1,951	3,576	3,076	923	355	901	..	4,371
Indian .. ..	2,747	836	2,150	1,707	1,054	396	647	..	1,481
European and Eura- sians .. ..	146	136	291	295	82	83	8	..	261
Others .. ..	41	21	17	122	2	5	..	..	52
Total ..	9,072	3,129	6,890	5,498	2,647	850	1,959	..	6,894



Bang.		Malacca.		Johore.		Ked. & Per.		Kelantan.		Trengganu.		Totals.	
	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.
0	136	141	21	1,429	350	502	88	286	70	211	..	6,535	1,168
1	2,502	1,358	939	962	381	76	14	40	31	26	..	16,979	9,339
1	644	337	308	666	208	135	12	25	23	11	..	9,253	4,224
1	309	236	272	52	28	9	..	..	..	1	..	1,086	1,123
2	25	3	5	1	..	..	..	..	..	..	..	116	178
4	3,706	2,075	1,545	3,110	1,066	722	114	351	124	249	..	33,969	16,032

## TEACHERS IN GOVERNMENT AND AIDED SCHOOLS

	N. Sembilan.		Kelantan.		Selangor.		Malacca.		Johore.	
	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.
<b>(a) British subjects and Malays.—</b>										
European ..	3	11	..	..	10	20	3	.. 7	4	4
Malay ..	9	..	5	3	7	3	..	..	27	5
Chinese ..	24	3	5	1	84	58	39	25	34	7
Indian ..	45	7	1	..	96	28	25	3	59	16
Eurasian ..	13	8	..	1	22	36	15	14	15	16
Others ..	..	..	..	..	..	3	..	2	..	..
Total ..	94	29	11	5	219	148	82	51	139	48
<b>(b) Non-British and non-Malays.—</b>										
French ..	2	2	..	..	..	4	..	1	..	..
German ..	1	..	..	..	..	..	1	..	..	..
American ..	..	..	..	..	..	..	..	..	..	..
Italian ..	..	..	..	..	..	..	..	4	..	..
Dutch ..	..	..	..	..	..	..	..	..	..	..
Chinese ..	..	..	..	..	2	..	1	..	1	..
Others ..	2	..	..	..	1	..	..	..	..	..
Total ..	5	2	..	..	3	4	2	5	1	..
GRAND TOTAL ..	99	31	11	5	222	152	84	56	140	48



Johore.		Penang.		Kedah.		Perak.		Pahang.		Tren ggahu.	
Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.
4	4	9	18	2	..	15	17	1	..	..	..
27	5	12	..	14	3	18	..	7	..	4	..
34	7	153	55	9	2	144	49	18	..	..	..
59	16	27	9	1	1	98	16	29	..	2	..
15	16	31	36	2	..	26	14	..	..	2	..
..	..	1	..	..	..	1	3	..	..	..	..
139	48	233	118	28	6	302	99	55	..	8	..
..	..	..	3	..	..	..	3	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	2	..	..	..	..	1	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	2	1	..	..	..	..	..	..	..	..
1	..	2	..	..	..	1	..	..	..	..	..
..	..	1	..	..	..	1	..	..	..	..	..
1	..	7	4	..	..	2	4	..	..	..	..
140	48	240	122	28	6	304	103	55	..	8	..

# APPENDIX III.

## QUALIFICATIONS OF TEACHERS IN GOVERNMENT SCHOOLS.

NOTE.—Qualifications of teachers in Kedah schools were different from those in other States and are given separately below :

Region.	Malayan Education Service.	Special Grade.	Local Superscale.	Men teachers with Senior Cambridge and normal class certificate or Raffles College diploma.	Women teachers with Senior Cambridge and normal class certificate or Raffles College diploma.	Men teachers with normal class certificate.	Women teachers with normal class certificate.
				Class I.	Class II.	Class IIIA.	Class IIIB.
Perak .. .. .	6	1	12	130	58	7	4
Selangor .. .. .	5	2	10	103	63	8	10
Negri Sembilan .. .. .	3	..	1	40	10	5	5
Pahang .. .. .	1	..	2	30	..	1	..
Penang .. .. .	8	..	17	155	84	10	3
Malacca .. .. .	2	..	3	42	15	4	5
Johore .. .. .	6	..	4	97	33	16	1
Kelantan .. .. .	..	..	1	5	1	..	..
Trengganu .. .. .	..	..	1	1	..	..	..
Total .. .. .	31	3	51	621	264	51	28

### KEDAH AND PERLIS—

#### Teachers in Boys' Schools :

Malayan Education Service .. .. .	2
Special Scale .. .. .	1
Kedah Scheme—Prize appointment .. .. .	3
Superscale A .. .. .	6
B .. .. .	3
Grade I (Old Scheme) .. .. .	4
I (New Scheme) .. .. .	4
II .. .. .	1
II (Old Scheme) .. .. .	4
II—Student teachers .. .. .	..
Total .. .. .	28

Source: Census of the Malay Peninsula, 1934.



APPENDIX III.  
 IN GOVERNMENT AND AIDED ENGLISH SCHOOLS.  
 are different from those in the rest. Statistics for Kedah are shown

Men teachers with normal class certificate.	Women teachers with normal class certificate.	Men teachers with Cambridge school certificate.	Women teachers with Cambridge school certificate.	Teachers with Junior Cambridge or Std. VII certificate.	Temporary locally recruited staff (European).	European missionaries.	Other missionaries.	Student teachers.	
Class IIIA.	Class IIIB.	Class IVA.	Class IVB.	Class V.					
7	4	62	61	3	2	28	19	5	407
8	10	49	78	..	8	23	15	..	374
5	5	22	2	..	1	15	3	14	130
1	..	19	2	..	..	..	..	..	55
10	3	16	10	2	3	18	36	..	362
4	5	16	27	..	..	14	12	..	140
16	1	13	15	..	..	3	..	..	188
..	..	6	..	..	..	..	..	3	16
..	..	5	1	..	..	..	..	..	8
61	28	208	196	5	14	101	85	22	1,680

Teachers in Girls' Schools :

Class II	..	..	..	..	1
Untrained (Kedah special appointment)	..	..	..	..	1
Class IVB	..	..	..	..	1
Student teachers	..	..	..	..	3
Total	..	..	..	..	6

APPENDIX

SCHOLARS BY RACE IN ENGLISH SCHOOLS MAINTAINED OR ASSISTED  
ENJOYING SCHOLARSHIPS

Sex.	Total enrolment.	GOVERNMENT FREE PLACES.						GOVERNMENT S		
		Malay.	Chinese.	Indian.	Eurasian.	Others.	Total free places.	Malay.	Chinese.	
Boys .. ..	33,969	2,697	2,622	1,397	301	12	7,029	390	3	
Girls .. ..	16,032	850	635	496	266	10	2,257	23	..	
Total ..	50,001	3,547	3,257	1,893	567	22	9,286	413	3	



# APPENDIX IV.

OR ASSISTED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS,  
SCHOLARSHIPS AND FREE PLACES.

GOVERNMENT SCHOLARSHIPS.				NON-GOVERNMENT SCHOLARSHIPS.						Total free places and scholarships.	Per cent. of free places and scholarships.
Malay.	Chinese.	Indian.	Total scholarships.	Malay.	Chinese.	Indian.	Eurasian.	Others.	Total non-govt. scholarships.		
390	3	1	394	14	170	102	35	5	326	7,749	22.8
23	..	..	23	3	64	40	10	..	126	2,406	15.0
413	3	1	417	17	234	142	54	5	452	10,155	20.3

NUMBERS

Races.	English schools— Government and aided.		Malay schools.		Chinese schools— Government, aided and private.		In
	M.	F.	M.	F.	M.	F.	
Malays .. ..	6,535	1,168	122,481	14,857	—	—	2
Chinese .. ..	16,979	9,339	—	—	123,853	48,248	
Indians .. ..	9,254	4,224	—	—	—	—	
Europeans and Eurasians .. ..	1,086	1,123	—	—	—	—	2
Others .. ..	115	178	—	—	—	—	
Totals ..	33,969	16,032	122,481	14,857	123,853	48,248	2

Total from above table .. ..  
Commercial schools .. ..  
Private schools .. ..  
Technical College .. ..  
School of Agriculture .. ..

Total all sch



Chinese schools— Government, aided and private.		Indian schools— Government, aided and private.		Vocational schools.		Totals
M.	F.	M.	F.	M.	F.	M.
—	—	—	—	56	—	129,072
123,853	48,248	—	—	62	—	140,894
—	—	20,253	13,213	6	—	29,513
—	—	—	—	1	—	1,087
—	—	—	—	—	—	115
123,853	48,248	20,253	13,213	125	—	300,681

# GOVERNMENT ENGLISH SCHOOLS

State or Settlement.

Schools.

Perak

Anderson School, Ipoh ..  
King Edward VII School, Taiping ..  
Clifford School, Kuala Kangsar ..  
Govt. English School, Batu Gajah ..  
Do. Tapah ..  
Do. Gopeng ..  
Do. Tronoh ..

Selangor

Victoria Institution, Kuala Lumpur ..  
High School, Kajang ..  
Do. Klang ..

Negri Sembilan

Batu Road School, Kuala Lumpur ..  
Pasar Road School do. ..  
King George V School, Seremban ..  
Tuanku Muhammad School, K. Pilah ..  
Govt. English School, Tampin ..  
Do. Port Dickson ..

Pahang

Clifford School, Kuala Lipis ..  
Mahmud School, Raub ..  
Suleiman School, Bentong ..  
Abu Bakar School, Mentakab ..  
Abdullah School, Kuantan ..  
Ahmad School, Pekan ..

Penang

St. George's Girls' School, Penang ..  
Penang Free School, Penang ..  
High School, Bukit Mertajam ..  
Wellesley Primary School, Penang ..  
Francis Light School, Penang ..  
Westlands School, Penang ..  
Hutchings School, Penang ..

Malacca

High School, Malacca ..  
Bandar Hilir English School, Malacca ..  
Tranquerah English School, Malacca ..

Johore

English College, Johore Bahru ..  
Ngee Hong Primary School, J. Bahru ..  
Bukit Zahrah School, J. Bahru ..  
Govt. English School, Klang ..

925  
993  
647  
526  
422  
175  
139  
475  
576  
611  
1,088  
641  
599  
583  
257  
303  
488  
432  
413  
190  
389  
47  
675  
612  
664  
440  
453  
528  
369  
204  
500  
152  
523  
287  
310  
321



	Mahmud School, Raub .. ..	413
	Suleiman School, Bentong .. ..	190
	Abu Bakar School, Mentakab .. ..	389
	Abdullah School, Kuantan .. ..	47
	Ahmad School, Pekan .. ..	675
Penang ..	St. George's Girls' School, Penang .. ..	612
	Penang Free School, Penang .. ..	664
	High School, Bukit Mertajam .. ..	440
	Wellesley Primary School, Penang .. ..	453
	Francis Light School, Penang .. ..	529
	Westlands School, Penang .. ..	369
	Hutchings School, Penang .. ..	204
Malacca ..	High School, Malacca .. ..	560
	Bandar Hilir English School, Malacca .. ..	152
	Tranquerah English School, Malacca .. ..	523
Johore ..	English College, Johore Bahru .. ..	287
	Ngee Heng Primary School, J. Bahru .. ..	219
	Bukit Zahrah School, J. Bahru .. ..	321
	Govt. English School, Kluang .. ..	422
	Do. Segamat .. ..	608
	Do. Batu Pahat .. ..	452
	Govt. English Preparatory School, Muar .. ..	318
	Govt. English School, Muar .. ..	146
	Sultan Ibrahim Girls' School, J. Bahru .. ..	238
	Temenggong Ibrahim Girls' School, Batu Pahat .. ..	187
	Sultan Abu Bakar Girls' School, Muar .. ..	204
Kedah and Perlis ..	Ibrahim School, Sungei Patani .. ..	516
	Sultan Abdul Hamid College, Alor Star .. ..	118
	Kampung Bahru Girls' School, do. .. ..	350
Kelantan ..	Ismail English Boys' School, K. Bharu .. ..	128
	Govt. English School (Girls'), do. .. ..	248
Trengganu ..	Sultan Suleiman School, K. Trengganu .. ..	

# APPENDIX VIB.

## AIDED ENGLISH SCHOOLS AND APPROXIMATE ENROLMENTS.

Governing Bodies.	Schools.	Approximate enrolments.
Christian Brothers	St. George's Institution, Taiping ..	962
	St. Michaels' Institution, Ipoh ..	1,014
	St. John's Institution, Kuala Lumpur	1,453
	St. Paul's Institution, Seremban ..	471
	St. Xavier's Institution, Penang ..	1,232
	Pulau Tikus School, Penang ..	651
	St. Francis Institution, Malacca ..	715
	Anglo Chinese School, Ipoh ..	1,081
	Do. Kampar ..	395
	Do. Telok Anson ..	583
Methodist Episcopal	Do. Parit Buntar ..	422
	Do. Sitiawan ..	475
	Do. (Girls') Ipoh ..	655
	Lady Treacher Girls' School, Taiping ..	375
	Methodist Boys' School, Kuala Lumpur	1,141
	Do. Sentul ..	376
	Anglo Chinese School, Klang ..	527
	Methodist Girls' School, Kuala Lumpur	860
	Do. Klang ..	315
	Anglo Chinese School, Seremban ..	431
	Do. Penang ..	1,215
	Do. (Girls') Penang ..	776
	Do. Nibong Tebal ..	327
	Do. Malacca ..	439
	Methodist Girls' School, Malacca ..	448
Dames de St. Maur	The Convent, Taiping ..	744
	Do. Ipoh ..	958
	Do. Telok Anson ..	441
	Do. Kuala Lumpur ..	1,592
	Do. Klang ..	400
	Do. Sentul ..	584
	Do. Kajang ..	474



Methodist Girls' School, Kuala Lumpur	315
Do. Klang	431
Anglo Chinese School, Seremban	1,215
Do. Penang	776
Do. (Girls') Penang	327
Do. Nibong Tebal	439
Do. Malacca	448
Methodist Girls' School, Malacca	744
The Convent, Taiping	958
Do. Ipoh	441
Do. Telok Anson	1,592
Do. Kuala Lumpur	460
Do. Klang	584
Do. Sentul	274
Do. Kajang	854
Do. Seremban	1,217
Do. Penang	248
Do. Butterworth	398
Do. Pulau Tikus	317
Do. Bukit Mertajam	641
The French Convent, Malacca	380
The Convent, Johore Bahru	126
Do. Muar	465
The Sacred Heart Convent, Malacca	91
St. George's School, Balik Pulau	299
St. Anthony's School, Telok Anson	349
St. Mary's School, Kuala Lumpur	599
Pudu English School, do.	299
St. Mark's School, Province Wellesley	464
Bukit Bintang Girls' School, K. Lumpur	

<div> 5 47 23 174 3 43 — 58 1 </div>	<div> 7 45 29 154 9 94 4 80 1 </div>	<div> 6 56 11 234 53 235 47 78 12 </div>	<div> 3 31 3 117 7 119 — 28 1 </div>	<div> 4 35 30 191 9 28 — 50 2 </div>
354	423	732	309	349
<div> — 22 22 40 15 — — </div>	<div> — 8 15 14 28 — — </div>	<div> — 42 21 56 72 — 2 </div>	<div> 2 12 9 9 47 — — </div>	<div> — 5 9 14 9 19 — </div>
99	65	193	79	56
453	488	925	388	405
11,271	14,233	26,924	10,118	9,631
24.9	29.4	29	26.1	23.7



4	2	27
35	27	241
30	12	108
191	109	979
9	4	85
28	39	558
—	12	68
50	97	391
2	4	21
349	306	2,473
—	—	2
5	3	92
9	7	83
14	3	136
9	23	194
19	—	19
—	1	3
56	37	529
405	343	3,002
9,631	11,069	83,246
23.7	31.6	27.8

### *Classification of Teachers, Malayan Union.*

(This classification covers all States and Settlements.)

	Men.	Women.	Total.
Trained .. ..	2,149	106	2,255
Untrained .. ..	1,113	366	1,479
Pupil Teachers ..	701	273	974
	—	—	—
Total ..	3,963	745	4,708

Total number of pupils Malayan Union 137,388.

Average number of pupils per teacher Malayan Union

## APPENDIX VIII.

TABLE OF GOVERNMENT MALAY SCHOOLS AND PUPILS.

	No. of schools.		Average enrolment.		Average attendance.	Percentage of attendance.
	1941.	1946.	1941.	1946.	1946.	1946.
<b>BOYS SCHOOLS—</b>						
Penang .. ..	70	70	11,018	9,059	8,134	89.8
Malacca .. ..	80	82	10,289	13,097	12,308	94
Perak .. ..	231	224	25,974	24,558	22,102	90
Selangor .. ..	81	85	13,400	9,292	8,336	92.1
Negri Sembilan ..	94	92	11,092	9,560	8,640	90.6
Pahang .. ..	106	109	8,781	10,899	8,249	75.7
Kedah .. ..	82	82	10,220	11,434	9,189	82
Perlis .. ..	21	21	3,231	2,764	2,082	76.5
Johore .. ..	151	135	17,420	19,297	18,512	95
Kelantan .. ..	58	60	5,209	6,680	5,244	78.5
Trengganu .. ..	45	54	3,557	5,741	4,879	85
Total ..	1,019	1,014	114,191	122,481	107,675	87.9
<b>GIRLS SCHOOLS—</b>						
Penang .. ..	29	28	2,500	2,060	1,903	92.4
Malacca .. ..	18	15	1,101	1,328	1,243	93.6
Perak .. ..	57	48	4,821	4,030	3,627	90
Selangor .. ..	8	7	1,285	910	805	81.8
Negri Sembilan ..	8	7	710	514	505	98
Pahang .. ..	4	4	390	519	443	85.2
Trengganu .. ..	5	5	650	690	613	89



Perak .. ..	21	21	3,231	2,704	2,082	76.5
Johore .. ..	151	135	17,420	19,297	18,512	96
Kelantan .. ..	58	60	5,209	6,680	5,244	78.3
Trengganu .. ..	45	54	3,557	5,741	4,879	85
Total .. ..	1,019	1,014	114,191	122,481	107,675	87.9
GIRLS SCHOOLS—						
Penang .. ..	29	28	2,500	2,060	1,903	92.4
Malacca .. ..	18	15	1,101	1,328	1,243	93.6
Perak .. ..	57	48	4,821	4,030	3,627	90
Selangor .. ..	8	7	1,235	919	805	91.8
Negri Sembilan .. ..	8	7	710	614	565	92
Pahang .. ..	4	4	380	519	448	86.4
Kedah .. ..	5	5	650	690	614	89
Perlis .. ..	4	4	400	351	269	76.5
Johore .. ..	27	33	3,000	3,883	3,611	93
Kelantan .. ..	3	3	250	226	183	81
Trengganu .. ..	1	1	253	240	204	85
Total .. ..	164	155	15,360	14,857	13,172	88.7
Total Boys .. ..	1,019	1,014	114,191	122,481	107,675	87.9
Total Girls .. ..	164	155	15,360	14,857	13,172	88.7
TOTAL BOYS AND GIRLS .. ..	1,183	1,169	129,551	137,338	120,847	88

PUBLIC.			MISSION.			NIGHT.		
Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers
94	10,214	282	—	—	—	7	805	28
92	21,425	600	5	994	32	22	2,027	20*
176	34,910	864	6	945	31	64	3,388	171
152	33,184	789	4	800	18	12	1,417	49
67	11,372	255	4	306	12	1	31	2
56	7,331	206	4	292	8	6	559	23
201	26,904	715	4	461	13	8	228	9
56	7,623	204	—	—	—	—	—	—
10	1,579	40	—	—	—	—	—	—
2	892	24	—	—	—	—	—	—
906	155,434	3,979	27	3,798	114	120	8,455	302



# APPENDIX IX. OF CHINESE SCHOOLS, PUPILS AND TEACHERS.

Teachers	NIGHT.			PRIVATE.			OLD STYLE PTE.			TOTAL.		
	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers
—	7	805	28	—	—	—	—	—	—	101	11 019	310
32	22	2,027	20*	3	395	9	—	—	—	122	24,841	661
31	64	3,388	171	7	807	23	3	136	4	256	40,186†	1,093
18	12	1,417	49	3	317	5	7	351	12	176	36,069	873
12	1	31	2	1	171	4	2	113	2	75	11,993	275
8	6	559	23	2	694	16	—	—	—	68	8,876	253
13	8	228	9	5	417	12	1	25	1	219	28,035	750
—	—	—	—	—	—	—	6	222	10	62	7,845	214
—	—	—	—	—	—	—	—	—	—	10	1,579	40
—	—	—	—	12	766	20	—	—	—	14	1,658	44
114	120	8,455	302	33	3,567	80	19	847	29	1,105	172,101	4,513

Pupils {	Boys	123,853	Teachers {	Men	3,087
	Girls	48,248		Women	1,426
	Total	172,101		Total	4,513

16 teachers.

# AMOUNT OF GRANTS-IN-AID TO CHINESE SCHOOLS

	Kedah.	Penang.	Perak.	Selangor.	N. Sembilan.
<b>(a)—PRIMARY CLASSES.</b>					
In how many Schools .. .. .	66	84	126	79	25
Grants paid 1-1-46 to 30-6-46 ..	\$17,218.50	\$39,535.50	\$99,215.50	\$74,857.00	\$19,668.00
Average Enrolment .. .. .	8,798	11,407	30,299	20,031	5,962
Average Attendance .. .. .	8,102	10,741	28,784	19,230	5,446
Average Cost per pupil on enrolment .. .. .	\$1.96*	\$3.47	\$3.27	\$3.74	\$3.30
<b>(b)—MIDDLE SCHOOLS.</b>					
Number of Schools .. .. .	—	3†	4	2†	1
Grants paid 1-1-46 to 30-6-46 ..	—	\$5,184.00	\$2,220.00	\$3,006.00	\$387.00
Average Enrolment .. .. .	—	621	328	344	47
Average Attendance .. .. .	—	593	304	334	43
Average Cost per pupil on enrolment .. .. .	—	\$8.31	\$6.77	\$8.74	\$8.24
<b>(c)—NORMAL CLASSES.</b>					
Number of Schools .. .. .	—	1†	1	—	—
Grants paid 1-1-46 to 30-6-46 ..	—	\$387.50	\$437.50	—	—
Average Enrolment .. .. .	—	31.3	37	—	—
Average Attendance .. .. .	—	30.9	35	—	—
Average Cost per pupil on enrolment .. .. .	—	\$12.37	\$11.82	—	—
Total ..	\$17,218.50	\$45,107.00	\$101,873.00	\$77,863.00	\$20,055.00



# APPENDIX X.

CHINESE SCHOOLS FOR PERIOD 1st JANUARY, 1946 TO 30th JUNE, 1946.

N. Sembilan.	Malacca.	Johore.	Pahang.	Trengganu.	Kelantan.	—
25 \$19,868.00 5,962 5,446 \$3.30	9 \$14,794.00 3,996 3,749 \$3.70	130 \$39,259.44 22,943 21,681 \$1.71*	17 \$15,210.00 4,495 4,136 \$3.38	2 \$3,062.50 892 800 \$3.44	2 \$1,042.00 596 550 \$1.75*	490 \$323,862.44 109,419 103,219 \$2.96
1 \$387.00 47 43 \$8.24	1 \$330.00 56 55 \$5.89	— — — —	— — — —	— — — —	— — — —	11 \$11,127.00 1,399 1,329 \$7.08
— — — —	— — — —	— — — —	— — — —	— — — —	— — — —	— \$825.00 68.3 65.9 \$12.06
\$20,055.00	\$15,124.00	\$39,259.44	\$15,210.00	\$3,062.50	\$1,042.00	\$335,814.44

† Included in Primary Schools.

months only.

APPENDIX XI.  
CLASSIFICATION OF CHINESE SCHOOLS

	No. of Schools.		* N
	Boys	Girls	Boys
Government Primary Schools .. .. .	2	—	3
Aided Primary Schools .. .. .	499	16	84,9
Private Primary Schools .. .. .	480	7	30,1
Aided Secondary Schools .. .. .	10	3	3,0
Private Secondary Schools .. .. .	2	—	2
Aided Normal Classes .. .. .	2	1	
Total † ..	995	27	118,8



# SCHOOLS AND PUPILS.

* No. of Pupils.		No. of Teachers.		
Boys	Girls	Men	Women	
317	261	7	9	Grants Paid
84,933	34,188	1,934	1,052	\$ c. 398,002 19
30,191	8,147	810	252	—
3,097	1,124	127	53	22,351 00
232	55	12	2	—
49	58	6	2	1,135 50
118,819	43,833	2,896	1,370	421,488 69

Eight schools have not been included. Hence the total is less

than that given in Appendix X.

## APPEND.

TABLE OF INDIAN SCHOOLS  
(GOVERNMENT, ESTATE,

Settlement or State.	GOVERNMENT.			ESTATES.		
	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.
Selangor .. .. .	5	764	22	161	7,894	177
Negri Sembilan .. .. .	4	500	16	62	2,054	70
Pahang .. .. .	1	39	1	9	246	9
Penang .. .. .	—	—	—	16	1,004	30
Malacca .. .. .	—	—	—	26	811	26
Johore .. .. .	1	110	4	89	3,051	98
Perak .. .. .	9	782	25	159	5,718	174
Kedah .. .. .	—	—	—	70	2,363	89
Total ..	20	2,195	68	592	23,141	673

\* Includes 19 Telegu, eight Malayalam, one Sinhalese, one Gurka, four Punjabi, on  
There are 554 one-teacher schools forming 77 per cent. of the total number.

(a) Boys 20,253  
Girls 13,213  
Total 33,466



# APPENDIX XII.

## SCHOOLS, PUPILS, AND TEACHERS.

(STATE, MISSION AND PRIVATE.)

MISSION.			PRIVATE.				TOTAL.		
Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.
177	—	—	—	24	1,873	54	190	10,531	253
70	1	66	2	5	319	8	72	2,939	96
9	—	—	—	5	579	11	15	864	21
30	7	517	15	11	932	22	34	2,453	67
26	—	—	—	2	111	3	28	922	29
98	—	—	—	20	972	22	110	4,133	124
174	11	812	21	23	1,502	39	202	8,904	259
89	—	—	—	3	357	8	73	2,720	97
673	19	1,305	38	93	6,735	167	724*	(a)33,466	(b) 946

unjab, one Hindi, 15 mixed Tamil and Telegu and one mixed Tamil and Malayalam schools.

er.

(b) Male	855
Female	91
Total	946

Settlement or State.	No. of Schools.			Average Enrolment.		
	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.
Selangor .. ..	146	—	11	6,548	—	1,413
Negri Sembilan .. ..	62	1	3	1,819	62	178
Pahang .. ..	9	—	4	265	—	516
Penang .. ..	16	7	11	1,004	517	932
Malacca .. ..	24	—	2	729	—	104
Johore .. ..	83	—	8	2,892	—	337
Perak .. ..	111	10	11	4,786	812	933
Kedah .. ..	56	—	—	2,167	—	—
Total ..	507	18	50	20,210	1,391	4,413



# GRANT-IN-AID PAID TO INDIAN AIDED SCHOOLS

AVERAGE ATTENDANCE.			AMOUNT OF GRANT PAID.			TOTAL.		
Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	No. of schools.	Pupls.	Amount of grants paid.
			\$ c.	\$ c.	\$ c.			\$ c.
5,544	—	1,300	51,613 15	—	6,772 00	157	7,961	58,385 15
1,432	46	142	19,140 00	1,036 00	1,116 00	66	2,059	21,292 00
206	—	379	1,894 00	—	—	13	781	1,894 00
913	475	796	12,515 50	8,329 00	4,172 00	34	2,453	25,016 50
618	—	82	5,913 84	—	1,301 08	26	833	7,214 92
2,458	—	295	31,697 32	—	2,200 70	91	3,229	33,898 02
4,592	692	772	36,736 00	5,536 00	6,176 00	132	6,531	48,448 00
1,793	—	—	11,863 38	—	—	56	2,167	11,863 38
17,556	1,213	3,966	171,373 19	14,901 00	21,737 78	575	26,014	208,011 97

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# TABLE XIV. DISTRIBUTION OF TEACHERS, INDIAN SCHOOLS.

Settlement or State.	Government Schools.		Private and Mission Schools.		Estate Schools.		Total.		Grand Total.
	Trained.	Untrained.	Trained.	Untrained.	Trained.	Untrained.	Trained.	Untrained.	
Selangor ..	22	—	32	22	69	108	123	130	253
N. Sembilan ..	16	—	1	9	14	56	31	65	96
Pahang ..	1	—	2	9	1	8	4	17	21
Penang ..	—	—	11	26	10	20	21	46	67
Malacca ..	—	—	1 (wo- man)	2 (men)	1 (man)	25 (23 men, 2 wo- men)	2	27	29
Johore ..	2	2	6	20	9	85	17	107	124
Perak ..	17	8	17	43	17	157	51	208	259
Kedah ..	—	—	—	8	4	85	4	93	97
Total ..	58	10	70	130	125	544	253	693	946



## APPENDIX XV.

### EDUCATIONAL POLICY.

The short-term objective of post-war educational reconstruction was to restore schools as quickly as possible to their former condition and to make provision for all who were deprived of education owing to the war. The long-term objective is to reconstruct the educational system so as to ensure the fullest educational development for every section of the community. Before the programme for this long-term objective can be prepared, it is necessary to decide upon the general educational policy that is to be followed. This policy is outlined below.

2. The main educational developments in the policy now outlined are :

- (1) there will be free primary education through the mother tongue in Malay, Chinese, Tamil and English;
- (2) English will be taught in all schools;
- (3) full educational privileges will be extended to girls no less than to boys.

3. It is proposed to provide—

- (i) *Free Primary Education* for all girls and boys in a minimum school course of six years, with the mother tongue as the medium of instruction and with English as one of the subjects of the curriculum in schools where the mother tongue is not English.

The Primary School will consist of Malay, Chinese, Indian and English sections according to the mother tongue of the children. In every possible way the essential unity of the various sections of the Primary School will be stressed so that the school may provide a preparation for united service for the country and for the creation of a sense of common citizenship.

- (ii) *Post-Primary Education* for girls and boys in school courses varying from two to seven years.

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The Primary School will consist of Malay, Chinese, Indian and English sections according to the mother tongue of the children. In every possible way the essential unity of the various sections of the Primary School will be stressed so that the school may provide a preparation for united service for the country and for the creation of a sense of common citizenship.

- (ii) *Post-Primary Education* for girls and boys, in school courses varying from two to seven years in duration in accordance with the course taken.

The Post-Primary Schools will consist of—

- (a) schools in which English is the medium of instruction with the study of the mother tongue continuing;
- (b) schools in which the mother tongue remains the medium of instruction with the study of English continuing.

There will be a generous provision of free places for pupils selected by merit from the Primary School, in addition to the provision of places for paying pupils who reach the prescribed standard of attainment for admission to the schools.

The transfer of free and fee-paying pupils from the Malay, Chinese and Indian sections to English schools will take place when pupils have completed three years in their Primary School.



As at present, subject to the accommodation available, if their parents so desire, children whose mother tongue is not English need not go first to a vernacular school but may go direct into the primary class of an English school as fee-paying pupils.

4. The syllabus and curriculum of all schools, Primary and Post-Primary, will be arranged in the light of modern educational practice and research. Practical subjects and vocational education will be included in accordance with the recommendations of the 1938 Report on Vocational Education in Malaya, with provision for technical education at an appropriate stage in the Post-Primary Schools. The work and organisation of the highest classes will be linked to the university courses of the College of Medicine, Raffles College and the Technical College.

5. Primary and Post-Primary Schools will be Government schools or aided schools. Teachers of the aided schools will be placed on the same salary scales as Government teachers of similar qualifications.

6. As soon as possible the Primary and Post-Primary Schools will be staffed by teachers trained in Malaya. For teachers of those schools for whom no training facilities at present exist in Malaya, a system of local training through normal classes will be instituted immediately, pending the establishment of training colleges.

7. In order to enable Malayan teachers of proved merit to qualify for the highest posts, suitably qualified teachers will be selected to take higher courses overseas.

8. The long-term policy with regard to Higher Education and Adult Education (including Mass Education) is still under consideration but the various colleges and the adult evening classes, educational and vocational, are to be re-started as quickly as possible.

9. For the introduction of the policy outlined in paragraphs 2 and 3 above it will be necessary to prepare a programme spread over a number of years in accordance with (a) the funds that can be provided, (b) the supply of trained teachers and (c) the school accommodation available. To advise Government on the

schools or aided schools. Teachers of the aided schools will be placed on the same salary scales as Government teachers of similar qualifications.

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9. For the introduction of the policy outlined in paragraphs 2 and 3 above it will be necessary to prepare a programme spread over a number of years in accordance with (a) the funds that can be provided, (b) the supply of trained teachers and (c) the school accommodation available. To advise Government on this programme, it is intended to appoint a Central Advisory Committee on Education which will be as representative as possible of the chief educational agencies and influences in Malaya, as well as including representatives of the administration and of the Advisory Council. This Central Committee will be assisted by such other local and special committees as may be required.